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REACHING THE  
EDUCATIONALLY EXCLUDED  
A Matching Grant Program

*ANNUAL REPORT*

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## **Acronyms**

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<b>ALC</b> -	Active Learning Capacity
<b>ECD</b> -	Early Childhood Development
<b>ECE</b> -	Early Childhood Education
<b>EDC</b> -	Education Development Center
<b>IRI</b> -	Interactive Radio Instruction
<b>NGO</b> -	Non Governmental Organization
<b>ONAMFA</b> -	National Organization for Children, Women and Family
<b>PSNP</b> -	Primary School Nutrition Project
<b>PVO</b> -	Private Voluntary Organization
<b>REX</b> -	Reaching the Educationally Excluded Matching Grant Program
<b>SAALN</b> -	South African Active Learning Network
<b>TA</b> -	Technical Assistance
<b>WID</b> -	Women in Development

## **Summary of Program, Administrative and Financial Status**

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**Through its REX (*Reaching the Educationally Excluded*) Matching Grant Program, EDC strives to improve the capacity of traditionally marginalized populations to participate actively in raising healthy families, receiving quality education, gaining a sustainable livelihood, and building strong communities.** In particular, REX activities focus on improving the ability of disadvantaged children to participate actively in both formal and informal learning environments. To accomplish this aim, REX activities focus on providing children throughout the developing world with access to education, health care and nutritional inputs. REX activities are based on the *Active Learning Capacity Model (ALC)*. ALC can be defined as *a child's ability to interact with, and take optimal advantage of, the resources offered by any formal or informal learning environment*. The model combines attention to traditional education inputs (school plant, curricula, texts, teachers) with attention to child-based factors such as health, nutritional and psychosocial status. In addition to its education focus, REX offers participating NGOs important institutional strengthening opportunities. Through training and technical assistance, participating organizations build intersectoral networking capacity; gain valuable research, evaluation and monitoring experience; and, learn about cutting edge curriculum design and materials development strategies. REX also builds EDC's institutional capacity. Specifically, REX gives EDC the opportunity to design, implement, disseminate and evaluate field-based projects derived from the ALC model. Current REX activities are underway in South Africa and Bolivia. Highlights of REX's first year of operation include:

*Headquarters:* Through workshops and seminars, strategic meetings and cutting edge research, REX managers informed international donors, developing country governments and fellow NGOs about the crucial links between health, nutrition and learning. By the end of this first year, such activities had generated approximately \$300,000 in matching funds.

*South Africa:* REX broadened awareness of the ALC model through establishment of a *South African Active Learning Network (SAALN)* for ECD training organizations. Despite nationwide interest in the network, participation was limited to eight members due to funding constraints. After attending an ALC seminar in March, members received on-site technical assistance in ALC-based proposal design and developed individual ALC subgrant proposals. Subgrants will be awarded to member agencies in September 1995, after which actual implementation of ALC activities will begin.

*In Bolivia:* REX/Bolivia began development of audio programs, guidebooks, posters and videos in both the Quechua and Aymara languages and continued dissemination of Spanish language materials. Through strategic meetings with international donors, government agencies and local NGOs, REX shared information and strategy around ECD issues, media in education, and the importance of active learning and integrated care.

*New REX initiatives* are being discussed in Egypt and Honduras. Agencies in Ecuador, Tanzania, Mali and Malawi have also expressed interest in implementing ALC activities.

## SECTION ONE

### **Background to Grant and Project Context**

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**I.1 Describe the PVO's organizational purpose, approach and special capability. What were the socio-economic-political conditions and circumstances which gave rise to the project and each country program? What was the essence of the problem? What were the express needs of beneficiaries, participants, the PVO, etc.? What gender concerns need attention?**

#### *Organizational Purpose and Approach*

(Note: Although the original REX proposal refers to 'A Chance to Learn' as the PVO which would sponsor REX, this name does not appear in the following report. Instead, EDC as a whole appears as the PVO. This change occurred as a result of PVO licensing procedures, which required that EDC, as a nonprofit entity, use its official name instead of creating a separate name for the purposes of the Matching Grant.)

EDC specializes in the design, management and evaluation of field-based programs that address the learning needs of disadvantaged communities throughout the world. The organization promotes operational linkages among the fields of early childhood development, basic education, health, nutrition and electronic communications technology. Founded in 1958, EDC currently has a \$33 million operating budget, more than 100 different projects (both domestic and international), and a full-time staff of over 300 employees. In each of the countries where EDC works, staff members identify a local counterpart which shares EDC's commitment to disadvantaged learners. Together, EDC and the local entity develop an action plan supported by technical assistance and training.

EDC's mission under the REX Matching Grant Program is to address the psychosocial, pedagogical, health and nutrition factors that deter children from receiving quality basic education services. *This mission is based on the belief that providing vulnerable children with access to adequate nutrition, health care and education will in turn improve their ability to build strong families, communities and nations.*

Through REX activities, EDC hopes to strengthen the capacity of public and private sector entities in developing countries in their ability to meet the "education for all" targets spelled out in the 1991 Jomtien resolutions. At the same time, REX activities also facilitate EDC's own institutional advancement. Specifically, EDC is given the opportunity to design, implement, disseminate and evaluate field-based projects derived from the *Active Learning Capacity* model.

A theory-based approach, the ALC model provides the primary framework by which REX responds to the needs of educators in developing countries. ALC can be defined as *a child's ability to interact with, and take optimal advantage of, the resources offered by any formal or informal learning environment.* The ALC model recognizes that a child's school enrollment,

attendance, and achievement are influenced by many variables in addition to the quality of school plant, curricula, texts, and teachers--the standard elements in most education reform packages. To these traditional education inputs the model adds another *child-based* set of factors. Broadly summarized, these inputs focus on the child's capacity--as a biochemical, psychosocial and spiritual being--to *process and respond* to the stimuli typically found in a quality learning environment. (Specific methodological aspects of the ALC model are discussed in Section Two.)

### *Rationale for undertaking REX*

All too often, the same groups that are traditionally underserved by basic education programs also face severe challenges to their health, nutrition and psychosocial well-being. Not only do inimical psychosocial conditions contribute to poor self-esteem and limited verbal communication skills, but such problems are further exacerbated by high rates of malnutrition and infection. Poor sustenance and disease, in turn, adversely affect cognitive function, school enrollment, academic achievement, and drop-out rates. Taken as a whole, the obstacles confronting traditionally bypassed populations have broad implications. Together, these obstacles diminish individuals' ability to engage productively in the many demands and opportunities of raising a family, gaining a livelihood, or building a healthy community or nation.

This vicious cycle has broad implications for educational reform in general. For while curricular reforms require children to be actively engaged in learning by exploring stimuli, processing information, exercising creativity, and applying what has been learned to novel situations, such reforms depend on a child's ability to be an active partner in the learning process. Emotionally unsupported, hungry, sick, and malnourished children cannot meet this expectation. Gender-based differences in child-rearing and classroom practices may further suppress ALC in girls.

While poor ALC is rooted in a number of social and economic conditions which afflict the traditionally bypassed, many low-cost intervention strategies can mitigate these effects. Integrated approaches which address early childhood development, parent education, nutrition and health education, food supplementation, deworming, environmental sanitation, and active learning methodology can systematically improve all children's access to quality education.

### *Local Conditions that gave rise to each country program*

Each of the projects funded by REX is derived from the ALC model, and each, to varying degrees, involves strengthening teachers' or caregivers' skills in making the learning environment more facilitative to children's above-cited needs. However, each project is unique, reflecting differences in context, resources, and local priorities.

### ***REX/South Africa***

Current REX/South Africa activities differ from those suggested in the original proposal. This is true because, shortly after the proposal's acceptance by USAID/Washington, EDC and USAID/South Africa jointly agreed to re-design the project. Due to such design changes,

requested background information is followed by a summary of REX/South Africa's revised scope of work.

**Background:** South Africa is in a time of great transition. Even before the national elections in April, 1994, committed social service providers from the private, public and nonprofit sectors worked assiduously to facilitate the country's transition to democracy. Of particular concern to many were the millions of young children in squatter camps, rural areas and homelands who did not have access to quality early childhood care. In recent years, a number of non-governmental early child development (ECD) (dubbed 'educare' in South Africa) teacher training organizations have sought to meet this urgent need.

South Africa's educare teacher training organizations offer a valuable service to families in traditionally bypassed communities, both by facilitating the creation of community educare centers and by assisting interested women to become knowledgeable educare teachers and community leaders. South African educare training centers offer instruction in early childhood education. However, due to the integrated nature of young children's needs, many educare training centers lack vital support and information from other social sectors (health, water and sanitation and local government) which have a direct impact on the well-being of young children.

REX/South Africa, through its *South African Active Learning Network (SAALN)*, offers member organizations the opportunity to expand their operational scope to include health in their ECD interventions. Through technical assistance and special ALC-based subgrants, member organizations have the opportunity to gain experience in applying the ALC model to their work, as well as learn valuable program design, monitoring and evaluation procedures. Member organizations complement REX/South Africa activities through their competent staff, administrative support structure and substantive ECD training publications.

**Project Description:** The REX/South Africa-sponsored SAALN is composed of eight early childhood teacher training NGOs. Its shared objective focuses on strengthening educational opportunities for preschool aged children through innovative programs that address nutrition, health, psychosocial and learning needs appropriately. This is achieved, over a three year period, by the following series of inputs.

1. Implementation of a training seminar, held for three days in March 1995, in which all SAALN members came together to learn and share experiences. The seminar focused on the relationships among nutrition, health, hunger, psychosocial support and learning. During the seminar, teams from each participating organization gained skills in strengthening their organization's capabilities to improve the ALC of the children they serve. At the same time, teams jointly developed a timeline in which to complete further project activities.
2. Delivery of on-site consultations and technical assistance by ALC experts. Preliminary consultations took place immediately preceding the ALC workshop and provided general orientation and feedback. More detailed discussions took place during May, 1995 and focused on proposal design. Discussions gave participants the opportunity to apply to

their own institutions the concepts acquired at the seminar (see #3 below). REX provided the technical assistance and financial support required to carry out this component.

3. Sponsorship of a subgrant award program. The program makes grants available to members who have successfully developed a written proposal for expanding the ability of at-risk children to take advantage of basic education programs in their communities. Scheduled to be awarded in September, 1995, these two-year grants will cover activities designed in the subgrant proposal. Grants will only be approved for innovations that can become sustainable by the end of the award period.
4. Ongoing delivery of technical assistance in subgrant project implementation and in impact evaluation of the innovations introduced.
5. Provision of regular opportunities to share findings from the implementation and evaluation of the subgrant projects. Through yearly 'impact conferences', SAALN members will not only share data and lessons learned amongst themselves, but will also be invited to share what they have learned in forums to which colleague organizations outside SAALN will be invited.

REX/South Africa activities are particularly useful for women, since it is women who most often become caregivers in educare centers, and since women, as mothers, have the primary responsibility for raising young children in South Africa.

### ***REX/Bolivia***

Beginning in 1992, the Bolivian Government and particularly the National Organization for Children, Women and Family (ONAMFA) used World Bank funding to initiate a series of integrated child development sites in the country's peri-urban areas (PIDI centers). Centers were intended to fulfill the dual purpose of providing children and families with access to quality child care, and at the same time acting as an educational venue for both caregivers and parents as they gained new insights into the nature of early child development. Recognizing the limited literacy skills of parents and caregivers, PIDI implementors sought tools for the design of appropriate early child care that did not rely on reading skills. Recognizing as well that PIDI centers were growing dramatically in number, and that many centers were not easily accessible for trainers, implementors sought materials which could reach a large and often remote audience. While ONAMFA was able to fund the production and distribution of these new training materials, it did not have the funds or the technical expertise to coordinate the technical aspects of developing distance learning materials. ONAMFA therefore entered into agreement with EDC.

REX/Bolivia distance learning experts currently assist ECD professionals in the design of workshops, audio cassettes, and easy-to-read guidebooks which make active learning principles accessible to a large, remote audience. In particular, REX/Bolivia has begun translating and adapting materials (previously developed in Spanish) for Bolivia's Quechua and Aymara communities, and is working to disseminate the distance learning model throughout Bolivia.

## SECTION TWO

### **Project methodology**

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**II.1 Summarize the grant project goal, purpose, objectives, methodology, and strategy. What are the key inputs for achieving this strategy? Who are the target groups? What are the expected outputs and products? How does the strategy involve women as both participants and beneficiaries?**

#### *Program goal, purpose, methodology and strategy*

In implementing REX, EDC seeks to expand the educational attainment of children throughout the developing world. REX activities focus on groups that have been traditionally underserved by existing basic education initiatives. Program designers and implementors base their actions on the premise that the equitable distribution of basic education to women, girls, the rural poor, and members of historically disadvantaged ethnic groups can only be achieved via a holistic and integrated approach to human development.

Specifically, REX was designed to meet two distinct yet complementary purposes: (1) to help children in targeted countries gain access to sustainable, cost-effective educational programs that directly contribute to their enrollment in and completion of primary school; and, (2) to strengthen the capacity of selected developing country institutions to design and deliver services to children that measurably contribute to more equitable rates of enrollment in and completion of basic education.

The ALC model is at REX's programming core. By focusing on a child's psychosocial, health, and nutrition variables *as well as* the nature of a child's classroom experience, the ALC model is highly integrative. Although REX's primary focus is education, health and nutrition are important secondary sectors. Essentially, the ALC model consists of three sets of variables which have a bearing on ALC. Depending upon local context, needs, and resources, changes can be systematically introduced around one or more of these variable sets.

Primary variables include the level of psychosocial support a child receives, a child's health/nutrition status (as captured by such indicators such as degree of stunting, micronutrient deficiency, intestinal parasites, etc.), and the child's level of short-term hunger. Secondary variables include prior learning experience as well as two aspects of cognitive function (learning receptiveness and aptitude). Mitigating variables (thus named because they have the potential to partially offset some of the ill effects caused by the primary and secondary variables) focus on what occurs in the classroom (e.g. quality of curriculum, instruction, learning materials, and teachers).

#### *Key inputs, outputs and target groups*

In each country where REX operates, project activities aim at improving the learning capacity of young children from traditionally bypassed populations. These children thus represent REX's primary target group. In addition, parents as well as trained designers, administrators and

implementors of quality early childhood programs, are crucial in assuring young children's successful learning accomplishments and therefore constitute secondary program targets.

REX inputs include:

- support for needs assessments, program design, and evaluations that extend educational opportunities to underserved children
- aid in designing and conducting staff development and training programs that provide participants with the skills needed to apply the ALC model
- technical assistance in introducing classroom practices designed to maximize children's ALC
- technical assistance in designing and producing ALC training and classroom materials
- assistance in developing communications strategies that create linkages among school, home, and community
- guidance in the design and implementation of appropriate nutrition and health components for ongoing basic and early childhood education programs.

Expected outputs include:

- improved inter-sectoral collaboration around ALC issues on the part of educational training and implementation agencies and other social service delivery organizations
- improved health, nutritional and active learning outcomes among children involved in ALC-based interventions
- improved institutional capability with regard to the design and implementation of ALC-based interventions
- education program designers, administrators and implementors who understand and incorporate ALC principles into their daily work
- training and classroom materials which are derived from the ALC model

The above project-focused inputs and outputs are augmented by broader program outputs: a series of technical publications and related international workshops to facilitate the ALC model's adoption in new settings, and the preparation of at least four new ALC projects funded by non-REX sources.

**II. 2 For the project generally, provide a comparison of actual accomplishments with those originally proposed for the period of the report. Include gender accomplishments. State the reasons for any variance.**

REX accomplishments at this, the end of its first year operation, are generally on target with those initially proposed. Because REX projects differ from country to country, it is impossible to make a general comparison between proposed and actual accomplishments. This discussion is therefore subdivided along project lines. See Section IV.2 for project specific discussions.

## SECTION THREE

### **Monitoring and Evaluation**

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**1. Describe and discuss PVO refinements, changes and additions to the following monitoring and evaluation information from that originally presented in the PVO's proposal:**

- a. baseline data
- b. targets
- c. critical indicators of effectiveness
- d. benchmarks of project progress
- e. monitoring plan
- f. evaluation plan

**2. Describe the status of midterm assessment and final evaluation. Specifically address gender concern status and results.**

Due to the project-specific nature of REX activities in each country, issues of monitoring and evaluation will be discussed separately for each project.

#### *REX/South Africa*

##### 1.a. Baseline data:

In its first year, REX/South Africa focused primarily on familiarizing selected ECD teacher training organizations with the ALC model, and on assisting organizations to design a subgrant proposal. Neither of these activities lent themselves to the collection of baseline data. However, the project's second phase, scheduled to begin in October 1995, includes baseline collection, by member agencies, regarding the health, nutrition and psychosocial status of the young children and families who participate in members' affiliated educare centers.

##### 1.b. Targets:

REX/South Africa targets five distinct participant groups. These include young children and their families, caregivers and their community at large, and educare training organizations. As stated, REX/South Africa both supports and informs the development and implementation of ALC-based interventions by SAALN members. These interventions address the first two of REX/South Africa's target groups. Specific health, nutrition and education interventions target underserved Black and Colored children in the various squatter camps, farms and rural areas served by SAALN member organizations. At the same time, ALC-based training and curricular interventions inform local caregivers, parents and community members at large regarding the important links between the health, nutrition and education of young children. REX/South Africa's final target group is represented by the SAALN member agencies themselves. Because one of REX/South Africa's primary objectives is to build the institutional capacity of local ECD

training NGOs, these organizations receive training and TA in monitoring and evaluation techniques, curricular and materials design methods, and intersectoral collaboration strategies.

1.c. Critical indicators of effectiveness:

Critical indicators for the success of REX/South Africa activities will be assessed at the grass roots and at the institutional level. At the grassroots level, critical indicators are reflected in child, caregiver, family and community-based data. Collected as part of ongoing baseline and monitoring activities, such data would indicate:

- the improved health, nutritional and psychosocial status of participating children as measured by physical growth monitoring indicators, blood and stool tests, developmental assessment indices, etc.
- the demonstrated incorporation of ALC principles (including specific health, nutritional and psychosocial elements) in the knowledge, attitudes and practices of caregivers and parents
- the improved health and nutritional environment in the communities in which interventions take place, as indicated by increased presence of sanitary facilities and clean water; decreased incidence of garbage and other disease-causing agents, general awareness of the links between health, nutrition, mental health and education.

Critical indicators of success at the institutional level are reflected in the increased capacity of SAALN member agencies to:

- design and implement effective ALC-based learning and teaching programs for the ECD context, as measured by formative and summative evaluations
- monitor and evaluate particular ALC-based interventions, as indicated by the data and data collection mechanisms themselves
- collaborate with fellow social service agencies in the delivery of integrated early childhood development information and, where appropriate, in the delivery of coordinated early childhood services, as measured by the existence and strength of interagency collaborative mechanisms
- act as community, regional and national advocates for integrated early childhood services, as measured by the organization's presence in--and influence on-- local, regional and national discussions regarding ECD

1.d. Benchmarks of project progress:

Year One benchmarks include:

- i) design and implementation of an ALC workshop for SAALN member agencies
- ii) hiring of a South African project coordinator
- iii) SAALN agencies' successful design of effective ALC-based subgrant proposals

Year Two benchmarks include:

- i) effective incorporation of ALC principles into SAALN members' ECD training curricula and workshop designs as indicated by formative and summative evaluation results
- ii) successful implementation of ALC-based subgrant projects as indicated by monitoring and evaluation data
- iii) appropriate adjustments to individual subgrant projects based on the continuous feedback mechanisms of monitoring and evaluation plans
- iv) formation of strong collaborative alliances between SAALN member agencies and their social service counterparts
- v) demonstrated improvement, through monitoring results, in the health/nutrition knowledge, attitudes, behaviors and skills of educare workers, parents and community members involved in ALC subgrant projects
- vi) demonstrated and effective presence of multi-sectoral collaboration (for example, work between SAALN member agency and food aid program, health delivery system, etc.)

Year Three benchmarks include:

- i) successful implementation of ALC-based subgrant projects as indicated by monitoring and evaluation data
- ii) appropriate adjustments to individual subgrant projects based on the continuous feedback mechanisms of monitoring and evaluation plans
- iii) appropriate adjustments to individual subgrant projects based on the continuous feedback mechanisms of monitoring and evaluation plans
- iv) continued existence of strong collaborative alliances between SAALN member agencies and their social service counterparts
- v) incorporation of ALC principles into the programs, policies and products of SAALN member agencies
- vi) incorporation of ALC principles into the policies and 'best practices' of South Africa's ECD agencies
- vii) demonstrated improvement, through monitoring results, in the health/nutrition knowledge, attitudes, behaviors and skills of educare workers, parents and community members involved in ALC subgrant projects

viii) demonstrated and effective presence of multi-sectoral collaboration (for example, work between SAALN member agency and food aid program, health delivery system, etc.)

1.e. Monitoring plan:

The progress of REX/South Africa is best reflected by the progress of the project's member agencies. Thus, monitoring activities take place primarily at the agency level. Activities include:

- collection of formative and summative evaluation data regarding the design and content of all curricular materials designed by member agencies
- collection of baseline data on subgrant project participants, as well as periodic comparison data at 3-month or 6-month intervals

In addition to agency-level data, project level monitoring activities take place during REX/South Africa's twice-yearly network meetings, in the form of feedback exercises and forms completed by EDC and by SAALN member agencies.

1.f. Evaluation plan:

Evaluation of the REX/South Africa project is based primarily on the monitoring indices described above, as well as on the external mid-term and final review of the project as conducted by an outside consultant.

2. Midterm evaluation of the REX/South Africa project is scheduled to take place in March, 1996.

***REX/Bolivia***

1.a. Baseline data:

The baseline data cited in the original REX proposal is still relevant and applicable. It is reiterated below.

The beneficiaries of this project are the children between six months and six years in Bolivia's early childhood care centers. In Bolivia in general, according to the World Bank Development Report, 15 percent of children between 3 months and 3 years are underweight, and 38 percent are stunted in growth. Infant mortality is almost 10 percent and the under-5 mortality rate is 109 of 1000 live births. Of their parents, 23 percent are literate. Baseline data collected by ONAMFA and EDC in 1993 provides more information. The children live in peri-urban neighborhoods (and after recent project amendments rural neighborhoods as well). Their parents are working poor from either the Aymara or Quechua communities. While parents understand some Spanish, they have poor communication and social skills, as defined by the dominant culture. Sixty-four percent of the children served by REX/Bolivia were born at home and have not seen a physician before entering their early childhood program. Caregiver/child interaction and child/child interaction is low in most centers.

1.b. Targets:

REX/Bolivia has broadened its cadre of collaborating agencies to include UNICEF and Plan Internacional. As a result, active learning materials are being developed in the Aymara and Quechua languages. Under the previous plan this population was reached via Spanish language materials. Under the new plan, a focus on indigenous language materials makes the Aymara and Quechua populations explicit targets. In addition, target audiences have expanded to include primarily rural families as opposed to the primarily peri-urban population targeted initially.

1.c. Critical indicators of effectiveness:

There have been no changes to the original indicators proposed. Original indicators are presented below.

Critical indicators are divided into two categories--those related to overall project goals (correlated with overall program success and the summative evaluation), and those related to individual program measurable objectives (correlated with the formative evaluation and monitoring). Critical indicators for the project goals are measured against a baseline. For children, indicators include:

- increased level of attention to routine games and tasks
- increased physical involvement and communication with peers and caregiver

For caregivers, indicators include:

- increased attention
- increased physical involvement and communication with children
- increased use of classroom activities which increase stimulation and active learning among children (a list of 20 items)

In addition, before the start of project activities in centers, caregivers were given a survey to judge knowledge and attitudinal change. This project will be repeated at mid-project and again at project end.

There are four critical indicators related to monitoring and individual programs per program. Two of these "measurable objectives" relate to caregiver understanding and growth in guiding educational psycho-social activities and two relate to the direct participation and stimulation of 3-4 year olds. The same critical indicators will be used when assessing parent participation and learning.

1.d. Benchmarks of project progress:

Benchmarks of project progress include:

i) radio cassettes in use at private and public child care centers, in different areas of the country and in languages appropriate to the dominant cultural/linguistic group

ii) community-level input in the design of appropriate IRI materials, and adoption of key active learning practices and principles

iii) dissemination of REX/Bolivia project activities and methodology to a broad range of ECD and social service agencies; adoption of appropriate components into agencies' relevant policies and programs

iv) verifiable data that indicate higher developmental indices for children who use the programs than for children who do not; verifiable data that reflect significant improvement in participating children's developmental indices

v) a growing cadre of ECD educators who demonstrate increased understanding and use of active learning principles as a result of project

1.e. Monitoring:

Ongoing monitoring of the project has led to a shift toward a more holistic evaluation approach. Whereas prior monitoring and evaluation instruments focused on attainment of narrow, project-specific goals and objectives, current monitoring strategy seeks to evaluate the changing role that the materials play in different communities as well as their ongoing impact on caregivers and children. Specifically, staff are developing monitoring tools which examine the project's effects on the knowledge, attitudes and practices of professional caregivers as well as on the development of individual children.

1.f. Evaluation:

Evaluation of the REX/Bolivia project is largely informed by the monitoring activities discussed above. In addition, the project will invite external mid-term and final evaluation by an outside consultant.

2. Midterm assessment of the REX/Bolivia project is scheduled to take place in March 1996.

## SECTION FOUR

### **Review and Analysis of Project Results by Country**

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#### **1. Describe for each country in the report period:**

- a. **the specific outputs achieved in each country**
- b. **effect on target groups disaggregated by gender**
- c. **problems encountered and how they have been addressed**
- d. **impact on local institutions, local policy and people outside the project (disaggregated by gender)**
- e. **unintended effects**

**2. For each country provide a comparison of actual accomplishments with those originally proposed for the period of the report. State the reasons for any variance. Discuss the anticipated problems in meeting the final project objectives and PVO's plans to deal with these.**

#### *REX/South Africa*

##### 1.a. Specific Outputs:

- formation of a *South African Active Learning Network* composed of eight South African educare training organizations
- hiring of a local project coordinator
- implementation of an ALC workshop for SAALN member agencies\*
- delivery of technical assistance in ALC proposal design
- member agency design and completion of individual ALC project subgrant proposals
- production and distribution to members and USAID/SA of two SAALN newsletters

\*An ALC workshop was held by REX/South Africa project director Bonnie Kittle in March, 1995. Responses from workshop participants suggest that member agencies emerged with a broad understanding of the ALC model. As part of the workshop, participants set up a time frame in which they would design, share, and submit subgrant proposals (see annex). Proposal design, scheduled to take place during April and May, was extended through mid-July so that EDC could provide members with TA in proposal design. This was accomplished during a May visit with each SAALN member who requested assistance. Proposal sharing (among SAALN agencies) was scheduled to take place during July and early August and proceeded on-course. Proposal review by EDC, and award of subgrant funds, was scheduled to take place in September and is currently proceeding on-course.

##### 1.b. Effect on target groups, by gender:

The target groups initially identified by the REX/South Africa proposal include a) the administrative and training staff of South African educare training organizations b) educare teachers working in the centers serviced by SAALN member organizations, and c) preschool children enrolled in the respective educare centers. In REX/South Africa's first year of operation,

member organizations' training and administrative staff have grown acquainted with the concepts and essential elements of the ALC model. In addition, staff have received workshop training and technical assistance regarding ways in which each agency can expand its programs to increase ALC among their beneficiaries. Of the 25 people trained, eighty percent were female.

REX/South Africa's second target group, educare workers, has not yet been affected by REX activities. This is true because SAALN member agencies will only have completed subgrant proposals by the end of FY 1995; proposed activities are planned to begin in late September and early October. Thus, REX/South Africa's ultimate target group, preschool children themselves, will begin to experience benefits beginning in late September and early October, 1995. One hundred percent of educare teachers serviced by the program are women; approximately half of the pre-school children serviced by REX activities are girls. (Specific numbers will be available once the proposals are submitted in September.)

1.c. Problems encountered and how they have been addressed:

Recognizing the broad potential interest in ALC among South Africa's educare training organizations, project director Bonnie Kittle, in consultation with the USAID/South Africa Mission, extended SAALN to nine organizations (one of which declined), instead of the proposed five. This decision was nonetheless limited by two key constraints. South Africa's expansive size, combined with REX/South Africa's budgetary limitations, required that membership be limited to a particular geographic region. As a result, seven of the eight SAALN members are located in two adjacent provinces, Kwazulu-Natal Province and Eastern Cape Province. The remaining project is located in Capetown, Western Cape Province.

One additional challenge involved the off-site hiring of an appropriate local coordinator. After consulting with USAID/South Africa, and with SAALN members themselves, Kittle chose to ask SAALN member agencies to identify interested candidates from their current staff. Two agencies offered candidates. After interviews and consultation with other SAALN agencies Ms. Jacqueline Klem of ITEC was selected.

Finally, during the ALC workshop held for member agencies in March, several organizations expressed concern regarding the fact that the project's *technical assistance* (TA) budget line items were separate from the *member agency subgrants* line item. To enable the SAALN grantees to benefit equally from technical assistance, Kittle and SAALN member agencies jointly agreed to incorporate line items for health and nutrition TA (but not evaluation and monitoring TA) into the member agency subgrant line item. In this way, each sub-grantee gained equal access to funds and could budget for appropriate TA as part of its particular proposal.

1.d. Impact on local institutions, policy, and people:

As mentioned previously, many South African educare agencies initially expressed interest in the ALC model, despite the geographical and budgetary constraints surrounding SAALN membership. Due to the existence of an informal ECD network in South Africa, however, non-SAALN members have been regularly apprised of SAALN activities. In addition, the *South*

*African Congress for Early Child Development* is informed regularly of SAALN by REX/South Africa's local coordinator. Finally, SAALN members have emphasized dissemination of ALC activities as one of their mandates. To accomplish this, the network has planned to hold a nationwide symposium at the end of the project to share lessons learned and best practices regarding their ALC activities.

1.e. Unintended effects:

As of REX/South Africa's first year of operation, the project has engendered no unintended effects.

2. REX/South Africa project activities are generally on-target with those proposed. In general, no problems in meeting final project objectives are foreseen. However, possible constraints are discussed below.

Recent developments in USAID/South Africa funding strategy may have a future impact on REX/South Africa activities. This is true because the Mission will soon terminate all direct funding of SABER (title for acronym unknown) grantees. All of REX/South Africa's participating agencies are SABER grantees who receive the bulk of their funding from USAID. This change in Mission funding policy will affect REX/South Africa activities in two principal ways. First, member agencies' diminished financial resources combined with their heightened need to seek alternative funding could result in fewer financial, staff and administrative resources being devoted to SAALN project activities. Second, in a balancing effect, project activities may actually serve to strengthen member organizations' fundraising efforts through their increased visibility at the community and regional level and through the broadening of their operational scope.

REX/South Africa staff will carefully monitor member agencies' activities with regard to possible impacts caused by Mission or other in-country changes, and will devise appropriate strategies to deal with these changes, should the need arise.

***REX/Bolivia***

1.a. Specific outputs:

*General and administrative outputs:*

1. Hiring of four in-country staff beginning in 1 January 1995. Staff includes early child development and media specialists. REX/Bolivia began work in offices located at ONAMFA/PIDI, then moved to an office at Plan Internacional Altiplano, beginning collaborative work there on 5 June.
2. Hosting of meetings with all major players in Bolivia's ECD field. Active involvement of media in curriculum development on a national level, as well as in promotion of ECD as a professional field for *Women in Development (WID)*.

3. Incorporation of twenty Spanish language interactive radio instruction (IRI) programs into the national ONAMFA/PIDI curriculum.

4. Development of a formal partnership with UNICEF/Proandes to design and promote ALC programs, and to linguistically and culturally adapt the audio programs into Quechua.

5. Signing of an agreement totaling \$195,000 with Plan Internacional Altiplano to translate and adapt all materials into Aymara, an indigenous language spoken throughout the altiplano region. A sum of \$70,000 was confirmed available immediately, with the remainder contingent upon continued funds.

6. Hosting of a meeting on ECD collaboration for NGOs, government agencies and funders, held at USAID/La Paz on 27 March. The meeting focused on the use of the IRI model in Bolivia.

*Substantive outputs -*

1. Dissemination of set of ALC materials designed for the early childhood setting. These include:

- 20 scripts translated and adapted to the Quechua language
- 20 scripts translated and adapted to the Aymara language
- 3 posters adapted and recreated for a Quechua population
- 3 posters adapted and recreated for an Aymara population
- 13 songs with lyrics and music adapted for Aymara population
- 13 songs with lyrics and music adapted for Quechua population
- 1 video in Spanish for educators to train them in the use of the educational package

2. Production and piloting of the first version of 10 IRI programs produced (recorded in a studio with actors, music and sound effects) in the Aymara and Quechua languages.

3. Translation of accompanying teachers' guidebook for first 10 programs into Aymara.

4. Development of an IRI training manual for ECDsupervisors.

5. Development of an IRI training manual for early childhood educators

6. Dubbing of a teacher training video into Aymara.

7. Development of eight short radio spots related to early childhood development and aimed at parents. Spots integrate "how to" tips with suggestions for games with children

1.b. Effect on target groups, by gender:

In this, the first year of operation, all but one of the professional caregivers trained using ALC-based materials were women. Parent-focused training using ALC-based materials involved equal

numbers of mothers and fathers. In addition, each of the local project coordinators funded by REX/Bolivia is a woman.

Distribution of active learning materials, and the related training of teachers and supervisors, is scheduled for September, 1995. Data on effects of the first 10 programs on educators' teaching skills will be available in December, 1995. Projected participants in training programs include approximately: Aymara version- 15 educators, 10 men and 5 women; Quechua version- 78 educators, primarily women.

1.c. Problems encountered and how they were addressed:

Originally, REX/Bolivia activities were planned in collaboration with ONAMFA, REX/Bolivia's primary funding partner. However, the distribution and use of the Spanish version of the programs and the accompanying materials (posters and guidebook) has been postponed due to administrative and managerial changes in ONAMFA, the government agency sponsoring the PIDI early childhood centers. Nonetheless, EDC is currently coordinating with ONAMFA to schedule training for educators and share training costs. REX/Bolivia staff expect that these negotiations will result in a formal agreement between EDC and ONAMFA regarding the provision of in-kind and matching funds.

As a result of the above-cited delays in the government's PIDI project, REX/Bolivia sought supplementary agreements with other funding and implementing agencies in Bolivia. The new agreements, involving both UNICEF and Plan Internacional/Altiplano, engendered slight changes to the original scope of work as it was proposed in the REX cooperative agreement. The changes are explained below.

Activities originally proposed include:

- reproduction and distribution of 20 ALC-based audio programs and three posters to ONAMFA/PIDI
- implementation of 20 caregiver trainings
- planning and implementation of a program design workshop
- produce 10 new interactive audio programs and two posters.

Revised activities include:

- planning and implementation of planning/collaboration meeting at USAID for all NGOs and organizations in the field
- adaptation and translation of 20 existing audio instruction programs (completed under ABEL LearnTech project) from Spanish into Quechua and Aymara.
- production and piloting of the first version of 10 IRI programs produced (recorded in a studio with actors, music and sound effects) in the Aymara and Quechua languages.
- translation of accompanying teachers' guidebook for first 10 programs into Aymara.
- development of two IRI training manuals, one for ECE supervisors and one for early childhood educators
- dubbing of a teacher training video into Aymara.

- development of eight short radio spots related to early childhood development and aimed at parents. Spots integrate "how to" tips with suggestions for games with children

1.d. Local impacts:

There has been a tremendous response on the part of local institutions and international organizations to the programs and accompanying materials produced by the REX/Bolivia project. Many agencies have expressed an interest in collaborating with EDC in the development of strategies which address early childhood issues on a national level. As a way of facilitating discussion on a national scale, the REX/Bolivia team participated in series of meetings sponsored by ONAMFA, Plan International and the Secretary of Education in order to develop a set of guidelines for early childhood education. Guidelines were developed for curriculum, evaluation procedures, materials development, learning environments and other related topics.

In another encouraging development, Bolivia's Subsecretary of Alternative Education recently sent a letter to the REX/Bolivia project director requesting permission to use 112 sets of the Spanish version of the programs in alternative schools with an early childhood education component.

Finally, REX/Bolivia has also established positive relations with the rural communities in which the Aymara and Quechua programs will be used. These include a presentation of the objectives and activities planned for the project, as well as several meetings to present materials in progress in order to receive feedback. Elected community officials, parent representatives, school district representatives, and educators all participate in the validation of materials. This exchange of information allows REX/Bolivia to ensure that materials are appropriate for the target population, facilitates a sense of ownership of the materials, and helps create a base of knowledge of early childhood education in the general population.

1.e. Unintended Effects:

Any unintended effects engendered by the REX/Bolivia project have been positive in nature. Cooperating organizations have seen that it is possible, at a curricular level, to adapt particularly successful components developed in other contexts to local needs, languages and cultures. Such sharing has helped to augment the flow of ideas and multi-agency collaboration, both within Bolivia and across its borders.

2. As discussed above, changes in ONAMFA have resulted in changes to REX/Bolivia's scope of work. Project accomplishments thus reflect these changes, and are elaborated in section one. Currently, no difficulties in meeting the final project objectives are foreseen.

***Needs Assessments***

In addition to specific country projects, the REX budget allowed for two needs assessments. Assessments were intended for any USAID-approved country in which health and education

implementors, including governments, local and international NGOs and other international donor/implementor agencies expressed an interest in initiating ALC-based activities.

In this, the first year of operation, project headquarters wished to assure that the initiation of existing REX projects, as well as the program as a whole, would proceed smoothly. They also wished to apply the lessons learned in our initial year to the development and design of subsequent REX initiatives. For both of these reasons, headquarters staff postponed the initiation of needs assessments until May, 1995. Currently, discussions regarding an ALC-based needs assessments are underway with the Ministry of Education in Honduras, and initial steps toward initiating ALC-based assessments in collaboration with Save the Children have been taken in Egypt and in Mali.

## SECTION FIVE

### **Management: Review and Analysis of Headquarters/Support Functions**

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#### **1. Describe for the reporting period:**

- a. project planning and management activities**
- b. staff resources (management and technical)**
- c. training (disaggregated by staff, beneficiary and gender)**
- d. logistical support**
- e. technical assistance**
- f. project fundraising and marketing**
- g. role of the Board of Directors**
- h. development education**

**2. For each of the above, provide a comparison of actual accomplishments with those originally proposed for the period of the report. State reasons for any variance. Discuss problems encountered and how they have been addressed. Discuss any anticipated problems in meeting final project objectives and PVO's plans to deal with these.**

Question 2 will be addressed as part of question 1.

#### **1.a. Project planning and management activities:**

Because each REX country project is managed by its own project director, headquarters staff performed a coordinating and oversight role in country project management. This role included:

- assuring that REX program funds were properly allocated and appropriately spent
- assisting with the design and processing of consultant contracts and subcontracts
- assisting with equipment procurement procedures when necessary
- overseeing specific project activities with respect to appropriateness and cost-effectiveness
- providing technical assistance when necessary
- fielding questions regarding the REX cooperative agreement from project staff

In addition to coordinating project-specific activities, headquarters staff also prepared quarterly financial reports, communicated project and program questions or changes to REX's USAID program officer, facilitated communication among the various project participants and responded to queries from interested parties regarding the REX program and the ALC model.

The above accomplishments are consistent with those originally proposed for this, the first year of operation. No management or administrative problems are foreseen.

1.b. Staff resources (management and technical):

Both the Bolivia and South Africa components of REX build on EDC's two decades of international work in the fields of education, nutrition and health, as well as on EDC's past and current projects in each country. The program draws on the skills of an inter-disciplinary team of professionals working in EDC's International Cluster, representing expertise in nutrition, public health, basic education, education technology, women in development, and international public administration.

During REX's first year of operation, EDC called on its staff resources through research, training and technical assistance activities. Particular areas of activity included: distance learning methodology, curriculum design and development, early childhood development, educational software design, training design and implementation, assessments of the status of health and nutrition services at the primary school level, ECD and basic education program design, school feeding program design and implementation, and proposal design.

No staff resource problems are foreseen.

1.c. Training (disaggregated by staff and beneficiary and gender):

During REX's first year of operation, Program Director Beryl Levinger offered ALC training workshops at the Dutch Ministry for Foreign Affairs in the Hague, the Bernard Van Leer Foundation in the Netherlands, and at the World Bank in Washington DC. World Bank activities were comprised of two separate workshops, one of which was offered as part of the Bank's 'Education Week', a program for World Bank worldwide social sector staff. The second World Bank workshop was offered to the Africa Bureau. Approximately sixty percent of workshop attendees at the Hague were women; approximately fifty percent of attendees at the World Bank were women.

The above accomplishments are consistent with those originally proposed for this, the first year of operation. No training problems are foreseen.

1.d. Logistical support:

Logistical support was provided in the procurement and shipping of computer equipment. The above accomplishments are consistent with those originally proposed for this, the first year of operation. No logistical support problems are foreseen.

1.e. Technical assistance:

In June, 1995 Cornelia Janke, Matching Grant Program Coordinator, visited REX/South Africa network members to lend support in the design of ALC subgrant proposals. No technical support problems are foreseen.

#### 1.f. Project fundraising and marketing:

Due to the hands-on, collaborative nature of the ALC model, as well as the model's intended recipient base, many of REX's fundraising and marketing activities take place through actual project activities, workshops, strategic meetings and research. During REX's first year of operation, EDC promoted the ALC model and related topics in the following ways:

- In its role as Secretariat for the *Action Group for School Nutrition and Health*, an initiative supported by a consortium of major donors, EDC completed a series of nutrition and health assessments for the Primary Education subsector in Ecuador, Bolivia, Malawi and Tanzania. Both the problems that the *Action Group* addresses, as well as the strategies and guidelines it uses to assess education, are informed by the ALC model.
- In South Africa, EDC will assist the Departments of Health and Education in the study of breakfast knowledge, attitudes and behaviors of primary school children, parents and teachers. In addition, EDC will assist the Departments of Health and Education in the evaluation of program impact with a focus on school outcome variables. The initiative is supported by the Kellogg Corporation.
- In Honduras, EDC initiated discussions with the Ministry of Education regarding the collection of baseline data to determine the ways in which health, nutrition and psychosocial variables impinge on learning in rural multigrade schools.
- In South Africa, EDC worked with members of the Ministry of Education to design the staff training program for South Africa's first nationwide *Primary School Feeding Program (PSNP)*. The initiative was supported by UNICEF.
- In collaboration with South Africa's PSNP, EDC coordinated a workshop to identify and design projects which could expand the parameters of the PSNP, explore potential benefits of nutrition and health inputs in enhancing ALC, examine process factors influencing program success and identify a means of generating active community participation in, and support for, the program. The workshop was supported by UNICEF.
- In Bolivia, EDC staff held strategic meetings and ALC design workshops with a spectrum of local and international NGOs active in early childhood development, including UNICEF and Plan Internacional/Altiplano.
- At a three-day workshop in The Hague, Matching Grant Program Director Beryl Levinger discussed the ALC model with Dutch Foreign Ministry Officials and established the possibility of future collaboration with regard to ALC interventions in sub-Saharan Africa. Levinger also discussed the ALC model and its implications in similar workshops at the World Bank in Washington, DC.
- Levinger, in collaboration with Matching Grant Program Coordinator Cornelia Janke, completed the first in a series of articles for a World Bank Resource Handbook on the design, implementation and evaluation of integrated ECD projects, using ALC as a model.
- In collaboration with the UNDP, EDC has made plans to conduct action research which links the effects of sanitary latrines and clean water to improved learning outcomes. Studies will take place in FY 1996 in several as yet unspecified countries.

Each of the marketing and fundraising activities cited above contributes to REX's overall program development objective, cited specifically as the "initiation of four new projects to be supported

with non-Matching Grant funds in countries on USAID's approved country list." By raising awareness of ALC on the part of local and international project designers, implementors, administrators and funders, general marketing and fundraising activities like the ones cited above lay the crucial groundwork for future project-based program development. In keeping with the proposal, actual initiation of additional REX activities is planned to take place during years two and three of the Matching Grant.

1.g. Role of the Board of Directors:

EDC's Board of Directors is both apprised and supportive of REX Matching Grant activities.

1.h. Development education:

Although development education in the United States and Europe is not an explicit goal of the REX program, development education is nonetheless accomplished by certain REX activities. These are detailed below.

In the two years since its dissemination, the ALC framework has had a catalytic influence on the design, administration and implementation of basic education interventions in the developing world. Model originator and REX Director Beryl Levinger successfully combines development education with her dissemination of the ALC model as she speaks to educators and policymakers in the US and Europe--and throughout the world. Her recent monograph, *Nutrition, Health and Education for All*, published in 1994 by the UNDP with funding from USAID, is the ground breaking study that both describes the ALC model and forms the basis of REX's programming approach. The monograph has been both highly acclaimed and influential in shaping education policy in developing countries.

Levinger's most recent work, *Critical Transitions: Human Capacity Development Across the Life Span*, develops viewpoints articulated in the ALC model and expands them to address not only the integrated psychosocial, health and nutritional needs of young learners, but the broader cognitive, social and economic needs of learners at every stage of life. Coupled with her earlier work, Levinger's most recent monograph provides an incisive look at the issues and potential strategies involved in basic education for developing countries. As part of a USAID grant, discussion of the central concepts of Levinger's HCD model will take place on a moderated Listserv, aimed at the public as well as at international development professionals.

Finally, Levinger's post as Distinguished Professor of Nonprofit Management at the Monterey Institute of International Studies allows her to convey cutting edge thinking about development, basic education and development policy to young development professionals.

## SECTION SIX

### **Financial Report**

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#### **1. Provide completed, updated, Project Financial Overview and PVO Organizational Financial Overview (format charts attached as Annex A and B).**

Please see end of this section.

#### **2. Compare the proposed budget with actual expenditures, both AID and PVO, for all project years to date, and provide update estimates for remaining project years. Discuss any actual and/or anticipated variance from the proposed budget line items.**

##### Actual v. Proposed Expenditures

Actual REX budget figures differ from projected figures as contained in the REX program's final summary budget. This is true because, although EDC had requested a FY 95 total of \$450,721, the actual amount obligated by USAID for FY 95 totaled only \$400,000. As a result, subproject budgets had to be redrawn to accommodate the lesser figure. Assuming that USAID will be able to honor the \$1.2 million promised by the cooperative agreement, EDC expects that the funds not obligated in FY 95 will be distributed among obligations for FY 96 and 97. A portion of these funds has already been re-distributed in USAID's second (FY 96) obligation, received by EDC in March 1995, of \$400,000 (the originally requested FY 96 amount totaled \$362,401).

When redrawn budget allocations are compared with actually expended costs, it appears that REX has only used approximately one half of its FY 1995 obligated amount. However, such figures are deceptive for the following reasons.

- 1) A significant portion of the as yet unexpended funds is allocated to REX's two subproject Needs Assessments. For management reasons (see Section IV.2), REX administrators chose to delay implementation of these assessments until year two of the program. Together, subproject Needs Assessment funds account for \$110,730 of REX's as yet unexpended FY 95 funds and would fall primarily into the consultant and travel line items.
- 2) In addition to the above, several FY 95 expenses have yet to be charged to subprojects. These include approximately \$36,000 in subgrants to the REX/South Africa project as well as salaries, fringe benefits, training, travel and other direct costs for the months of August and September, 1995.

When the above items are taken into consideration, REX projected and actual expenditures fall roughly into agreement.

### Updated estimates for remaining years:

Updated budget estimates are included on the following pages. Variations from original projections are due to the discrepancy between EDC's originally requested yearly allocations and the actual funds obligated by USAID.

Currently, the only anticipated line item changes will occur in an increase in subcontract costs and a corresponding decrease in consultant costs. This change is due to changes in the REX/South Africa project aimed at tailoring TA costs to the specific needs of participants by shifting budget allocations from the consultant to the subgrant line items (see Section IV.1.c).

**3. Discuss the status, usual timing and rate of letter-of-credit drawdowns. Provide analysis and explanation of any actual or anticipated changes in the rate of drawdown as well as cost overruns or unusually high expenses.**

See end of this section.

**4. Provide a brief discussion of fundraising plans and activities: main sources, status and actual or anticipated problems if any.**

REX fundraising activities during its first year of operation focused primarily on marketing and information dissemination among international donors in general and among the government agencies and NGOs and donors located in specific actual and potential program countries.

Main funding sources for REX's 1995 match include the World Bank, the Canadian International Development Agency (CIDA), UNICEF, and Plan Internacional/Altiplano. Funds were also secured from the governments of Bolivia (ONAMFA) and the Netherlands (Foreign Ministry), as well as from the UNDP and from Quipus Press, in Bolivia.

In addition, REX has initiated discussions regarding a possible cost share with the Honduran Ministry of Education (through a World Bank loan), and with Save the Children/Egypt. Discussions/proposals regarding possible REX matches have been initiated in Tanzania, Malawi, Zimbabwe, Ecuador, Bolivia and South Africa.

**5. Provide a discussion of PVO cost-share: status; any actual or anticipated problems in meeting agreed cost-share, annual and total. Include corrective measures planned or taken.**

REX's cost sharing activities have run smoothly during its first year of operation. However, due to a lack of clarity regarding the specific USAID definition of what types of funds constituted a match, actual cost share figures are somewhat lower than projected. Nonetheless, this variance is not seen as problematic. This is true because REX managers expect that marketing and information dissemination activities during REX's first year will generate increased matches during years two and three.

**FINANCIAL PROFILE OF THE PROJECT**

Project Elements	AID		PVO**	
	Budgeted	Exp 7.31.95	Budgeted	Expended
Salaries	\$79,586.00	\$58,524.00	\$110,000.00	\$64,220.00
Fringe Benefits	\$19,896.50	\$17,764.00	\$27,500.00	\$18,645.00
Consultants	\$116,060.00	\$44,245.00	\$75,000.00	\$56,290.00
Travel	\$34,144.00	\$7,046.00	\$38,000.00	\$25,334.00
Training	\$3,700.00	\$0.00	\$10,000.00	\$7,098.00
Other Direct Costs	\$13,286.00	\$15,862.00	\$135,000.00	\$120,090.00
G&A	\$89,328.59	\$48,052.74	\$0.00	\$0.00
Subcontracts	\$41,911.00	\$1,136.00	\$4,500.00	\$3,178.00
G&A Subcontracts	\$2,095.55	\$56.80	\$0.00	\$0.00
<b>Total</b>	<b>\$399,987.64</b>	<b>\$192,686.54</b>	<b>\$400,000.00</b>	<b>\$294,855.00</b>

SOURCE	AMOUNT
AID Matching Grant	\$400,000.00
Private	
Cash	
In-kind	\$450.00
Host and Other Governments	
Cash	\$54,687.00
In-kind	\$17,205.00
Other AID Grants/Contracts (nonmatching)	\$62,754.00
Other US Government (nonmatching)	\$0.00
Other NGOs and International Donors	
World Bank	\$154,881.00
UNDP	\$12,000.00
Plan Internacional/Altiplano	\$52,381.00
UNICEF	\$65,517.00
<b>Total Project Funds</b>	<b>\$819,875.00</b>
<b>Total Match</b>	<b>\$357,121.00</b>

\*\*G&A not included on matches

\*In-kind contributions included

Cost Element	Headquarters	Bolivia	South Africa	Needs Assess 1	Needs Assess 2	Total
Salaries	\$52,504.00	\$11,637.00	\$23,000.00	\$0.00	\$0.00	\$87,141.00
Fringe Benefits	\$13,126.00	\$2,909.25	\$5,750.00	\$0.00	\$0.00	\$21,785.25
Consultants	\$0.00	\$66,612.00	\$6,150.00	\$33,000.00	\$33,000.00	\$138,762.00
Training	\$0.00	\$6,500.00	\$0.00	\$0.00	\$0.00	\$6,500.00
Travel	\$14,500.00	\$2,750.00	\$16,000.00	\$5,176.00	\$11,768.00	\$50,194.00
Other Direct Costs	\$1,450.00	\$8,500.00	\$3,900.00	\$0.00	\$0.00	\$13,850.00
G&A	\$27,329.30	\$33,134.26	\$18,358.00	\$12,788.96	\$14,997.28	\$106,607.80
Subcontracts	\$0.00	\$29,600.00	\$43,360.00	\$0.00	\$0.00	\$72,960.00
G&A on subcontr.	\$0.00	\$1,480.00	\$2,168.00	\$0.00	\$0.00	\$3,648.00
<b>Total</b>	<b>\$108,909.30</b>	<b>\$163,122.51</b>	<b>\$118,686.00</b>	<b>\$50,964.96</b>	<b>\$59,765.28</b>	<b>\$501,448.05</b>

\*Budget reflects unused FY95 funds

Cost Element	Headquarters	Bolivia	South Africa	Needs Assess 1	Needs Assess 2	Total
Salaries	\$55,128.00	\$12,219.00	\$24,150.00	\$0.00	\$0.00	\$91,497.00
Fringe Benefits	\$13,782.00	\$3,054.75	\$6,037.50	\$0.00	\$0.00	\$22,874.25
Consultants	\$0.00	\$57,558.00	\$6,457.00	\$0.00	\$0.00	\$64,015.00
Training	\$0.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
Travel	\$14,014.00	\$2,200.00	\$16,800.00	\$0.00	\$0.00	\$33,014.00
Other Direct Costs	\$29,700.00	\$8,750.00	\$4,095.00	\$0.00	\$0.00	\$42,545.00
G&A	\$37,729.04	\$29,406.89	\$19,275.73	\$0.00	\$0.00	\$86,411.66
Subcontracts	\$0.00	\$14,000.00	\$39,000.00	\$0.00	\$0.00	\$53,000.00
G&A on subcontr.	\$0.00	\$700.00	\$1,950.00	\$0.00	\$0.00	\$2,650.00
<b>Total</b>	<b>\$150,353.04</b>	<b>\$131,888.64</b>	<b>\$117,765.23</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$400,006.91</b>

## FINANCIAL PROFILE OF THE PVO

	YEAR 1
<b>A. Program Expenditures:</b>	
Small Project Grants	225,072
Training	5,204,268
Indirect Costs	1,244,458
<b>TOTAL WORLDWIDE PROGRAM</b>	<b>6,673,798</b>
<b>B. Sources of Funds:</b>	
AID Matching Grant	233,280
Private	
Cash	1,208,801
In-kind	
Host/Other Governments	
Cash	1,199,401
In-kind	
Other AID Grants or Contracts	3,416,742
Other - World Bank	615,574
<b>TOTAL SOURCES OF FUNDS</b>	<b>6,673,798</b>

### **VI.3 - Letter of Credit Drawdowns**

This grant is one of seven active programs under Education Development Center, Inc.'s Letter of Credit No. 72-00-1388. As of June 30, the Letter of Credit balance for these seven programs was (\$133,222.35). Education Development Center has the ability to update its "inquiry" system on a weekly basis. This update occurs each Friday. Every Monday the Letter of Credit status of programs is reviewed and a request is made if necessary. The usual timing for AID letter of credit drawdowns has recently been twice a month. The number of draw downs could conceivably increase to four times a month, but this is not anticipated. The average monthly draw down over the past year has been \$360,000. Two of the seven active programs ended 6/30/95 and two more are scheduled to end 9/30/95. Therefore, the amount requested in each draw down is anticipated to drop. At this time we do not anticipate any cost overruns or unusually high expenses.

## SECTION SEVEN

### **Lessons Learned and Long Term Project Implications**

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#### ***REX/South Africa***

##### 1. Estimates of project costs and benefits:

In general, REX/South Africa's benefits far outweigh its costs. With an average annual operating budget of approximately \$100,000 per year *including* project subgrants, REX/South Africa was designed to maximize effectiveness while minimizing administrative and overhead costs. Despite a lean budget, project inputs such as workshops and TA with an aim toward institutional capacity building promise not only the broad dissemination of ALC-based concepts, but also the widespread demonstration of effective ALC-based practices. In addition, REX/South Africa's emphasis on multi-sectoral collaboration allows for dissemination of ALC concepts to social service delivery agencies not traditionally associated with education.

With respect to project-specific costs and benefits, original budget projections have proved accurate. However, project implementors have had to balance the benefits brought by broad interest in ALC model (ie, an increased number of SAALN members) with the costs of administering a larger project and resulting subgrants. In order to maximize the benefits of the project's subgrants, TA line items for project design have been reallocated to the general subgrant fund. Under the revised budget each SAALN member agency will plan for the amount and type technical assistance that is appropriate for its particular needs. All subgrant budgets are subject to final approval by EDC.

##### 2. Institution building assessment:

This project has very good institution building potential. Since SAALN members are training institutions, they will continue to train preschool teachers in ALC activities each year. Some of the organizations may also develop ALC training materials which could be used by non-SAALN members to build capacity in other educare organizations. Because REX/South Africa compels member agencies to expand the operational scope of their work, new opportunities--both with regard to substantive work and with regard to financial supportors--will arise as agencies gain experience and visibility in their expanded role. In addition, as a result of TA rendered by the REX program, SAALN member agencies have the opportunity to gain skills in proposal design as well as in the design and administration of project monitoring and evaluation systems. Finally, the multi-sectoral collaboration encouraged by the ALC model in general and by project subgrants in particular, allows not only for intra-institutional strengthening, but for inter-institutional strengthening as agencies build collaborative ties and form strategic alliances.

##### 3. Estimate of sustainability:

The SAALN members will use project funds to develop training curricula with a focus on ALC activities. Once these curricula are designed, their implementation will be sustained by the organizations. After the ALC training materials or tools to assess ALC are designed they will be reproduced, repeatedly applied and disseminated by the organizations themselves. In addition,

inter-sectoral collaboration mechanisms will encourage division of labor and cost-sharing in the implementation of integrated early childhood care in the future.

#### 4. Benefit distribution:

Benefits of this project are directed in favor of women and girls, since pre-school teachers are almost always women and approximately half of the pre-school children are girls. Disadvantaged populations of South Africa--the Black and Colored populations--are the targets of the SAALN member organizations' ALC activities.

Among the women targeted by REX/South Africa, benefits are distributed among three groups. These groups include the managers of educare training organizations, the impoverished women working as caregivers in targeted centers, and young children.

Managers of educare training organizations benefit from REX/South Africa activities, both in their accrual of ALC-based knowledge and understanding, and in their application of ALC principles to the formation of multi-sectoral partnerships with other early childhood service delivery organizations. As recognition of ALC's importance spreads, benefits will hopefully extend beyond SAALN members, reaching all social service agencies which target young children.

As a result of their ALC training, educare teachers will be able to integrate their understanding of early childhood development with a broader recognition of the health, nutritional and psychosocial variables which are crucial for young children. Such knowledge, and the resulting inter-sectoral collaboration encouraged by understanding ALC, will strengthen teachers' relationships with other social service delivery agents in their community. Indeed, teachers will act as informal disseminators of ALC principles as they interact with parents and leaders of the local population.

In the long term, pre-schoolers who benefit from the ALC interventions facilitated by REX/South Africa should be healthier and better able to participate fully in the learning process. If the project is successful, fewer of these children will repeat the first grade and more of them will successfully complete primary school and go on to secondary school.

#### 5. Local participation:

Some of the SAALN members are very committed and adept in generating local participation in project activities. They have made the transmittal of ALC message to parents a top priority. Many SAALN member agencies will request community input in the development of their subgrant project via informal community meetings. Community members participate in selecting which of the ALC variables needs most vital redress in their community, which other social service delivery agencies in the community could be approached for collaborative assistance, and how ALC project activities can be used to bolster the health and nutritional status of the community as whole. Community participation is generally equally divided between men and women.

Other SAALN organizations have planned knowledge, attitude and practice (KAP) surveys to better understand parents' and teachers' understanding about the health and nutritional status of their pre-schoolers. Staff will use this information to design meaningful activities, motivate parents and teachers to become more actively involved in project activities, and to create a demand among parents for ALC activities in pre-schools.

#### 6. Leadership development:

REX/South Africa activities have the potential to develop leaders among the NGO community as well as among the local communities in which activities take place. SAALN members who successfully introduce ALC into their curriculum, successfully complete baseline data collection and monitoring activities, and who establish inter-agency communication and collaboration procedures will demonstrate leadership in South Africa's ECD field. Their leadership will be exemplified by agencies'

- high quality ALC-based curricular materials which can be used as a model by other ECD organizations worldwide
- baseline data and documentation which demonstrates to donors, constituents and political leaders their competence in the delivery of effective, integrated early childhood education
- recognition--by constituents, donors and political leaders--for their ability to mobilize multi-sectoral collaboration, and thus demonstrate to the community that they are innovative leaders and advocates of integrated early childhood care

#### 7. Innovation and technology transfer:

REX/South Africa fosters innovation among its participants by encouraging SAALN member agencies to incorporate ALC techniques into their existing programs. If member agency pilot efforts are proven successful and effective in the South African context, they are likely to become a part of South Africa's broader ECD training curriculum and service delivery plan. In this way, innovations can contribute to the formation of 'best practice' guidelines.

#### 8. Policy implications:

It is one of the network's mandates to share lessons learned from their experiences. Interest in ALC already extends beyond the SAALN membership. It is specifically shared by the *South African Congress for Early Childhood Development*, the agency responsible for developing educare certification and curriculum guidelines. Because SAALN member agency pilot efforts are likely to provide useful insights into curriculum design, multi-sectoral service delivery and the current health and nutritional situation among South Africa's bypassed youngsters, it is probable such lessons will be incorporated into future certification and curriculum guidelines.

#### 9. Collaboration/networking with other agencies:

The ALC model, and hence the essence of REX/South Africa activities, is based on a philosophy of multi-sectoral collaboration in the delivery of integrated early childhood care. Thus, much of

the success of the REX/South Africa project will depend on the extent to which SAALN member agencies are indeed able to forge collaborative and networking ties with other social service delivery agencies.

Collaboration is also essential with the SAALN itself. The network's local project coordinator, who is close to the network agencies and understands their programs, is placed in a facilitative role. She encourages and promotes sharing of project documents and information among the membership and all other interested parties.

#### 10. Replication potential of project approach and activities:

Educare agencies each have very similar objectives and strategies. Therefore, what works for one is likely to be appropriate for many others. For this reason, curricular, design and implementation successes--as well as lessons learned by SAALN members-- are likely to be replicable by many of South Africa's other educare organizations.

#### ***REX/Bolivia***

##### 1. Estimates of project costs and benefits:

Like our work in South Africa, REX/Bolivia promises a broad array of benefits with relatively limited costs. Because it builds both on a pre-existing interest in ECD distance education, as well as on EDC's previous work in Bolivia's distance ECD field, the project departs from a strong base of popular recognition and support. Such support has been bolstered during this past year by REX/Bolivia's collaboration with several additional NGOs and donor agencies active in Bolivia. While REX funding covers primarily staff and training costs, collaborating agencies supply materials development and dissemination costs. Such an arrangement allows for maximum flexibility as REX/Bolivia strives to broaden its target audience and thus benefit a greater number of people.

##### 2. Institution building assessment:

In its first year of operation, REX/Bolivia has built institutional capacity at the policy level, and at the program level. At the policy level, interinstitutional meetings have served to highlight the issue of early childhood development, and to begin dialogues concerning appropriate models and methodologies in implementing early childhood programs. At program level, REX/Bolivia has encouraged active learning-based ECD training as well as the creation and evaluation of appropriate active learning-based distance learning materials. Indeed, as Bolivian curriculum designers grow more familiar with IRI in the ECD field, local institutional capacity surrounding IRI continues to grow. This may be the greatest long-term gain of the project.

The project has also served to build local capacity in creating radio programs appropriate for young children. The project has facilitated the creation of a positive atmosphere in which to develop a media specifically for children by using the talents of local actors, production houses and educators.

Supervisors have also benefited from the program. It has reinforced their basic knowledge of early childhood and improved their capacity to evaluate educators' performance in the classroom. Supervisors have been encouraged to develop a concrete working knowledge of child development and the effective use of analytical skills.

### 3. Estimate of sustainability:

Because REX/Bolivia activities build the capacities of local implementors and are supported by a broad array of local government agencies, local NGOs and donors, the project's prospects for sustainability are high. Specific project components contribute to sustainability as follows:

#### *Training and Materials Development*

- Personnel trained through REX/Bolivia activities will continue to disseminate current best practice to local institutions and personnel
- Materials produced under the REX/Bolivia project are easily reproduced to address broader populations or adapted to suit particular needs

#### *Community Building*

Community control of local distance learning activities allows for continual local support. Community responsibilities include: organizing popular support for the project, assisting in information dissemination regarding local project activities, group decision making with regard to how and where local activities will be implemented. Community support of work begun under the REX/Bolivia program is crucial. Not only will local support ensure continued interest in the integrated nature of ECD, but local efforts to sustain distance learning initiatives will act as a buffer during periods when the turnover of educators is high.

Thus, REX/Bolivia's focus on community participation provides continuity for the program. The idea of ownership by beneficiaries and institutions through inclusion in planning and implementation is key to the sustainability of the project.

### 4. Benefit distribution:

The estimated number of beneficiaries for this, the first year of the REX/Bolivia project, is as follows:

- Child care centers: 30 CIDs (Plan), 78 Wawa wasis (UNICEF)
- ECD program supervisors/tecnicos: 3 (Plan), 5 (UNICEF)
- Educators: 110 CIDs - 20% women, 78 Wawa wasis - 90% women
- Children: 188 centers \* 25 children per center = 4,700 (gender data not yet available)
- Families: 188 centers \* 12 families per center = 2256

#### 5. Local participation:

Local participation in REX/Bolivia activities occurs at two levels. At the informal level, community members participate as early childhood educators and attend relevant parent meetings. The majority of center educators are women; attendance at parent meetings is mixed.

At the formal level, local participation occurs in meetings of elected and community representatives ranging from parent representatives to agricultural union representatives. At such meetings, IRI materials are presented and participants are asked for suggestions or commentary. Formal community meetings are dominated by men. This fact reflects the nature of the local power structure in general. Because men predominate in local leadership roles, it is critical that in their role as local leaders within the community these men are seen to give their approval to the materials, thus validating the project for community members.

#### 6. Leadership development:

REX/Bolivia has provided opportunities for leadership at many levels:

- Both within the classroom and throughout their community, caregivers are being validated as leaders in early childhood education and care.
- Supervisors are gaining increased skills in the design and implementation of effective evaluation instruments as well as in the use of a diverse range of evaluation tools.
- Children (both boys and girls) are learning to be leaders within their classrooms through meaningful interactions, play and problem solving.
- Inter-institutional information sharing and support between the Bolivian Ministry of Human Development and other relevant social service ministries is fostering a growing national appreciation for the importance of integrated ECD activities.

#### 7. Innovation and technology transfer:

REX/Bolivia's innovation and technology transfer mechanisms include:

- technical assistance to cooperating agencies in the use of current IRI methodology
- increased focus on a current best practices in early childhood education, particularly with regard to the integrated nature of ECD
- technical assistance to local artists, curriculum developers, script writers and production houses in the use of cutting edge technology and production procedures

In addition to fostering innovation at the professional level, REX/Bolivia encourages local involvement in technology transfer in order to facilitate a long term and sustainable culture of media production for children.

#### 8. Policy implications:

See institution building.

9. Collaboration/networking with other agencies:

It is critical that the various agencies in Bolivia work together in order to create a sustainable system of early childhood programs. This networking of agencies is being modeled by the current activities EDC has facilitated through the REX grant. The project has built institutional capacity at the policy level, encouraging the involvement of a diverse range of agencies involved in early childhood education. In order to assure sustainability, the project has encouraged agencies to use existing knowledge and resources, and has therefore built up a high level of trust on the part of the beneficiaries.

10. Replication potential of project approach and activities:

The current project work involving the translation of the programs into Aymara and Quechua clearly reflects the potential for replication of REX/Bolivia's approach and activities.

## SECTION EIGHT

### Recommendations

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#### 1. To project leadership and PVO:

a) Because REX project activities take place in diverse countries and regions, it is vital that project management maintain strong and regular contact with local project implementors and participants. In this way, managers assure that project activities are both relevant and effective. At the same time, regular and cogent communication between the field and home offices allows project management to adjust quickly to changes in local conditions which might help or hinder ongoing activities.

b) Given that REX is a matching grant program, it is important that project and program managers, both at home and in project countries, actively seek means of strengthening ongoing REX activities. Strategies for strengthening REX activities include

- country-wide and regional dissemination of information regarding REX project activities to relevant government agencies, NGOs and international organizations through distribution of program and marketing materials, workshops and high level meetings
- ongoing research and publication activities which support and disseminate ALC-based interventions
- inclusion of local, regional and international experts and donors in the design and implementation of new ALC-based activities
- development of a framework of broad indicators and assessment tools with which to conduct needs assessments, monitoring and evaluation of ALC activities

#### 2. To country and local leaders:

a) Country and local leaders should seize upon the intersectoral nature of the ALC model in general and of REX projects in particular to disseminate and popularize the importance of integrated approaches to early childhood and basic education among government agencies, NGOs and donors, and ordinary citizens

b) Through social marketing techniques, national and local policy initiatives, and popular campaigns, country and local leaders should highlight the fact that, as primary caregivers, women are a crucial component to the delivery of quality childhood care. At the same time, leaders should emphasize the profound and long-lasting effect of the family unit on early childhood development, and encourage active parental involvement in the health, nutrition and psychosocial aspect of their children's education. In addition, leaders should openly explore the equity and access issues involved in the particular education of girls.

c) Country and local leaders should strive to participate in, and maximize the results of, REX's data collection exercises. Specifically, they should use data gathered through REX activities to

formulate relevant policy and curriculum guidelines, accreditation standards and budgeting strategies for early childhood education and integrated service delivery.

3. To donors or other organizations seeking similar impacts:

a) Investments in early childhood education must necessarily be made with the aim of achieving significant long-term returns on investment. As a result, project designers, implementors and funders must balance their desire for short-term return on investment with the understanding that the best interventions are those that strive for comprehensive, sustained and consistent care not only during early childhood, but also throughout a significant portion of later childhood as well.

b) Long-term sustainability of any intervention can only be insured if significant investments are made in

- tailoring project interventions to the particular needs and cultural circumstances of individual communities
- incorporating a large degree of local support for, and participation in, the project at the grassroots level and at higher political levels
- insuring that the local players who will implement activities after termination of the project are adequately trained to continue cutting edge work
- insuring that local partner agencies are able to ensure a broad base of financial support and are able to perform the managerial and administrative functions necessary for continued survival

c) Integrated child care must be recognized as a priority by top-level government policymakers, as well as their regional and local representatives if truly multi-sectoral projects are to be effective. Broad support for multi-sectoral initiatives can be encouraged through the implementation of multi-sectoral meetings, seminars or workshops attended by representatives of government, NGOs, the private sector and other international donors.

## SECTION NINE

### **Attachments to Annual Report**

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#### **1. Country data sheets**

#### **2. Original logical framework**

Note: Due to significant changes in the program since submission of the original proposal, much of the information presented in the logical framework is no longer relevant. For example, in the original logframe, outputs are discussed for 3 countries. This is true because in the original proposal, Guatemala was included as a potential Matching Grant country. This is no longer the case. In addition, changes to the South Africa component of the program have made certain specific inputs and outputs either irrelevant or have caused output/input quantity to change. Finally, USAID's final obligation was less than that originally proposed by EDC. As a result, monetary figures cited as inputs are no longer accurate.

#### **3. Any detailed amplifying textual material**

#### **4. Tables, lists, samples of publications, etc.**

Please see the following pages.

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## COUNTRY DATA SHEETS

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**PVO PROJECT REPORTING INFORMATION  
ON AID SUPPORTED PVO PROJECTS**

OMB No. 0412-0530  
Expiration Date: 03/31/89

**FOR OFFICIAL USE ONLY**

*VO Type		Project Number	
.ppropriation		Level	
Country Code		Fund Type	Technical Code
Project Officer		Key 1	Key 2

**PROJECT INFORMATION (PRIMARY)**

Name of Organization		Grant/Contract Number	
Education Development Center		FAO-0158-A-00-4030	
Start Date (MM/DD/YY)	End Date (MM/DD/YY)	AID Project Officer's Name	
30 September 1994	29 September 1997	Sallie Jones	

**AID OBLIGATION BY AID-FY (\$000)**

FY	AMOUNT	FY	AMOUNT
1995	\$400,000		
1996	\$400,000		

LOP 

**Activity Description**

Develop audio programs distributed on cassettes using interactive radio instruction (IRI), posters and a guide for followup activities to be used in training of trainers and direct interaction with children.

**Status**

During its first year off operation, REX/Bolivia hired a team of incountry staff composed of ECD specialists and media specialists. In addition, the project hosted countrywide meetings for relevant NGOs, promoted ECD as a professional field for women in development and influenced the use of media in curriculum development at a national level. REX/Bolivia developed a formal partnership with UNICEF/Proandes to translate audio programs from Spanish into Quechua and entered into agreement with Plan Internacional Altiplano to translate audio programs into Aymara

**COUNTRY INFORMATION (SECONDARY)**

Country	Location in Country (Region, District, Village)
Bolivia	La Paz
PVO Representative's Name	Local Counterpart/Host Country Agency
Home Office: Andrea Bosch	Plan Internacional/Altiplano; National Organization for Children, Women and Family; UNICEF/Proandes
In Country: Jill McFarren Aviles	

**COUNTRY FUNDING INFORMATION (\$000)**

YEAR	1995				
AID \$	\$111,280				
PVO \$	\$52,831*not including G&A				
INKIND	\$52,585				
LOCAL					
TOTAL 	\$216,696				

**PVO PROJECT REPORTING INFORMATION  
ON AID SUPPORTED PVO PROJECTS**

OMB No. 0412-0530  
Expiration Date: 03/31/89

**FOR OFFICIAL USE ONLY**

PVO Type		Project Number	
Appropriation		Level	
Country Code	Fund Type	Technical Code	
Project Officer	Key 1	Key 2	

**PROJECT INFORMATION (PRIMARY)**

Name of Organization Education Development Center		Grant/Contract Number FAO-0158-A-00-4030	
Start Date (MM/DD/YY) 30 September 1994	End Date (MM/DD/YY) 29 September 1997	AID Project Officer's Name Sallie James	

**AID OBLIGATION BY AID-FY (\$000)**

FY	AMOUNT	FY	AMOUNT
1995	\$400,000		
1996	\$400,000		

LOP

**Activity Description**

Facilitate the creation of a "South African Active Learning Network" through which 8-10 ECD training organizations will grow familiar with the Active Learning Capacity model and will use this model in the development of ALC-based projects. Administer a subgrant program through which member agencies will be awarded funding to implement ALC-based projects. Deliver technical assistance with regard to ALC, to proposal design and implementation and evaluation and monitoring techniques. Facilitate meetings among network members and between members and other relevant organizations.

**Status**

During its first year of operation, REX/South Africa hired an in-country coordinator, offered an ALC workshop for member agencies, made site visits to individual members' sites and offered members TA in ALC-based subgrant proposal design. Subgrant funds are scheduled to be awarded in September 1995

**COUNTRY INFORMATION (SECONDARY)**

Country South Africa	Location in Country (Region, District, Village) Kwazulu-Natal Province Western Cape Province Eastern Cape Province
PVO Representative's Name Home Office: Bonnie Kittle In Country: Jacqueline Klem	Local Counterpart/Host Country Agency N/A

**COUNTRY FUNDING INFORMATION (\$000)**

YEAR	1995			
AID \$	\$83,900			
PVO \$	\$21,814			
INKIND				
LOCAL				
TOTAL	\$105,714			

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## LOGICAL FRAMEWORK

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**(ORIGINAL) LOGICAL FRAMEWORK**

	INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
<p><b><u>GOAL</u></b></p> <p>To achieve universal and equitable access to and participation in Basic Education.</p>	<p>Global primary school enrollment rates.</p> <p>Female primary school enrollment rates.</p> <p>Global primary school completion rates.</p> <p>Female primary school completion rates.</p>	<p>UNESCO, UNICEF &amp; World Bank Reports.</p>	<p>Favorable conditions will prevail for social investment (e.g., absence of war, famine).</p>
<p><b><u>PURPOSE</u></b></p> <p>To create sustainable/cost effective programs enhance ALC in participating children.</p> <p>To develop capacity in selected ldc institutions to apply ALC model for children.</p>	<p>Change in enrollment ratios and completion rates of primary school students in 3 project areas within 3 years.</p> <p>Within 3 years, 9 institutions apply ALC model as part of program strategy.</p>	<p>Review of materials and programs in target institutions.</p> <p>Summative evaluation.</p>	<p>National commitments to Jomtien goals do not erode.</p>
<p><b><u>OUTPUTS</u></b></p> <p>New interactive classroom methodologies.</p> <p>3 needs assessments and 5 educational packages.</p> <p>118 training programs.</p> <p>3 sets of formative evaluation results.</p> <p>3 sets of summative evaluation results.</p> <p>Statistically valid improvements in such proxies for ALC as increased female participation, enrollment and retention in basic education programs.</p> <p>Management information systems for program development.</p> <p>Dissemination of lessons learned via publications, workshops &amp; new country projects.</p>	<p>142,500 beneficiaries have access to educational packages.</p> <p>4898 trainers and designers are trained.</p> <p>3 summative and formative evaluations are conducted.</p> <p>Significantly improved female enrollment and promotion rates in primary schools.</p> <p>Institutional capacity and resources are in place to implement ALC model in 9 institutions.</p>	<p>Inventory of educational packages.</p> <p>Evaluation results.</p> <p>Review of annual reports.</p> <p>MOE, World Bank and NGO statistics.</p> <p>Review of publications and new country projects.</p>	<p>Inflation rates remain constant in target countries and Ministry of Education budgets meet projected national plan investment targets.</p>

	INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
<p><b>INPUTS</b></p> <p>4 grants to local NGOs covering evaluation, production and training.</p> <p>Local financial support for equipment and direct costs.</p> <p>Technical assistance for program development, parent involvement, training design, materials development, project monitoring and workshops.</p> <p>Financial support for local staff.</p> <p>Managerial &amp; technical support for dissemination, replication &amp; program oversight.</p>	<p>\$457,978 used for training and contracts to local NGOs.</p> <p>\$41,900 spent in-country for equipment and direct costs.</p> <p>\$224,129 is used for 46 person months of technical assistance (includes travel).</p> <p>\$206,093 is used to pay local staff.</p>	<p>Review of contracts signed, disbursements as captured on management tracking, procurements, purchase orders.</p> <p>Inventory of equipment and facilities.</p> <p>Timesheets, scopes of work, products completed by technical advisors and local staff.</p>	<p>Signed project agreements with host counterparts are in place.</p> <p>Health and nutrition inputs (eg., deworming, food supplements) currently in place but not provided under REX remain in place over duration of program.</p>

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**ANY DETAILED ADDENDA AMPLIFYING  
TEXTUAL MATERIAL**

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**SOUTH AFRICA**

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South African Active Learning Network

- 1) Khululeka Community Education Development Center  
Ms. Rene King  
P.O. Box 2131  
Komani, 5322  
Phone (0451) 81179      Fax (0451) 81639      Fioni Home - 451- 3848
  
- 2) Ntataise Trust  
Ms. Jane Evans  
P.O. Box 41  
Viljoenekroon 9520  
Phone - (056) 343-2331      Fax (056) 32922 ?
  
- 3) Khokela Early Learning Center  
Ms. Beverly Stander  
P.O.  
Fish River 5883  
Phone (0481) 711-290      Fax (0481) ???? 4034
  
- 4) Community and Child Development Centre  
Mr. Ray Tywakadi  
50 Albany Street  
East London 5201  
Phone (0431) 20723      Fax (0431) 431-408  
Home (0431) 353-118
  
- 5) Masikhule Educare Development Center  
Ms. Nicki Florence  
P.O. Box 102  
Umtata 5100  
PhFax (0471) 312-730
  
- 6) Independent Training & Educational Centre      7) Early Learning Resource Unit  
Ms. Geraldine Nicol      Ms. Mary Newman  
8 Park Ave.      37 Denver Rd.  
East London, 5200      Lansdowne, C.T.  
Phone (0431) 438-333      Fax (0431) 29263      tel: 27-21-696-4804  
Jackie Home - 083-275-2566      fax: 27-21-697-1788  
home: 686-3629
  
- 8) TREE      Ms. Snoeks Desmond  
P.O. Box 35173  
Northway, Natal 4065  
Phone: (031) 831-784/5      Fax - (031) 837-767

## Overview of the SAALN Workshop

On March 8-9, 1995 a workshop was conducted with the newly formed South African Active Learning Network (SAALN) . The following behavioral objectives of the workshop were established and achieved.

Participants will be able to:

- list member organizations and their main activities;
- articulate the main components and underlying principles of Active Learning Capacity (ALC) and how they relate to their individual organization's objectives and activities;
- describe the objectives, activities and time frame of the project (REX and SA component), the proposal review process and proposal guidelines;
- list areas in which their organization can strengthen or include an ALC component;
- present a strategy with time frame for developing and submitting an individual agency plan;
- describe the administrative procedures for future project work:
  - complete TA request form
  - recognize the role and responsibilities of the coordinator
  - communication with EDC and between SAALN members

The workshop was attended by representatives from eight non-governmental organizations, all but one of whom work in pre-primary education. These include:

Khululeka Community Education Development Center - Fionio i Murray  
Ntataise Trust - Eva Konama  
Khokela Early Learning Centre - Kingsley Asante and Rentia Fourie  
Community and Child Development Centre - Ray Tywakadi and Busi  
Masikhuli Educare Development Center - Nikki Florence and Xanti  
Independent TEacher Enrichement Centre - Jacqueline Klem and Robin  
Learning Resource Unit - Jean August  
TREE - Snoeks Desmond

Participants included four NGO directors, six trainers, one nurse/trainer, and one trainer/administrator.

Umlazi College was invited to join SAALN and participate in the workshop but declined the invitation as they are feeling a bit over-extended.

The workshop was held as the ITEC headquarters in East London. The first day's sessions were conducted in the large training hall and the second day in a smaller room in the annex. ITEC's Alision Contrado organized the meals for the workshop. ITEC also provided training equipment (tripod, flip chart paper, and markers) and arranged for photocopying.

Participants from outside East London all stayed in the Holiday Inn, at their own expense. Five participants drove to East London and three flew in, all at their organization's expense.

The schedule of the workshop, description of the sessions and assessments of each session follow. The Trip Report includes annexes which describe in detail the visits to 8 of the SAALN member organizations.

Annex  
Time Frame for Submission of Grant Proposals  
from SAALN members to EDC  
 (revised from workshop)

<u>Time</u>	<u>Event</u>
March 8-9	SAALN Member workshop - intro to ALC - network operations
April FY 95	discuss plan proposal with staff/stakeholders
End April	start writing preliminary proposal; preliminary proposal completed - send to SAALN Coordinator - Coord. copies and sends to All SAALN members and EDC
May	SAALN members read and discuss the preliminary proposals vis-a-vis their own proposals and provide feedback to proposing NGO; EDC reviews and provides feedback;
June	SAALN members who see areas of potential collaboration with other NGOs have planning/ sharing meeting; Based on feedback/plans for collaboration, make revisions to proposals;
July	send revised proposals to Coordinator for copying and sharing with SAALN members and EDC;
August	SAALN members send final proposals to Coord.; Coordinator Sends them all to EDC for review;
September	Responses to proposals by EDC; allocation of project funds;
October FY 96	Implementation of project begins
June	mid- (academic) term evaluation
November 96	end of year evaluation
June 97	mid-term evaluation - share results with SAALN members
August	end of project evaluation - share results with SAALN and wider Educare Community
September 30, 97	end of project

## Annex

### Responsibilities and Qualities of the SAALN Coordinator as determined by SAALN members

#### Responsibilities:

- Serve as liaison with EDC
- facilitate sharing between SAALN members and between SAALN members, EDC and other groups
- help establish standard operating procedures
- organize workshops/meetings with SAALN members
- manage operating budget/financial reporting
- identify potential Technical Assistants, contact them regarding interest in providing TA to SAALN members and develop a roster of TA consultants
- manage the provision of consultant services - contracts, remuneration logistics
- represent the SAALN at Educare functions
- information coordinator from outside to SAALN members
- facilitate reporting to EDC
- monitor adherence to established timelines

#### Qualifications:

- self-motivated
- organized
- approachable by SAALN members
- low profile
- should be from the target area (Eastern Cape)
- financial management skills
- basic interest in/experience in Educare - connected to and aware of the issues
- report writing - English writing skills
- negotiation skills
- administrative skills
- creative thinker
- non-aligned - no hidden agendas
- access to training infrastructure/communication possibilities (phone, fax, copiers etc.)
- can see the larger picture

## PROPOSAL FORMAT

### A. PROJECT SUMMARY

#### 1. one page summary of project to include:

- main goals and objectives
- expected impact of this project on the target group
- key interventions
- number of beneficiaries
- amount requested in dollars
- total duration of project

### B. PROJECT DESCRIPTION

1. Goals (broad aim of the project) and Objectives (what the program is expected to achieve and the measurable results of effect expected by the end of the project.)

2. Describe the problem this project will address and the rationale for chosen this activity (ies) for addressing the problem

3. Describe how this project fits into the organization's other on-going activities

#### 4. Project Design

- list project interventions and activities for each intervention
- describe what will be done, who will do it and how often it will be done
- estimate the size of the beneficiary group(s)
- describe how the community has been involved in designing this project
- list annual outputs
- describe how the activities initiated under this project will be sustained after the project ends
- list the indicators for monitoring inputs and evaluating outputs
- describe how this project will be monitored and evaluated
- list the people who will work on this project, amount of time and skills/knowledge

#### 5. Financial Plan

- provide an annual budget including costs related to personnel, travel/per diem, consultancies, procurement, equipment, communications, training

## SAALN NEWSLETTER



Hi SAALN agency !

It sounds kind of formal and almost scientific does it not, this AGENCY business.

I trust that you are still fine and coping with the "normal" daily life in your NGO.

I must be honest and say that it feels to me as if the days are just passing by faster and faster and every time Friday comes around again it feels almost unreal and impossible.

Talking of time flying by quickly, please remember that the deadline for the final proposals is just around the corner. So please try and stick to the new timelines as closely as possible for everyone's benefit.

Please keep in mind that you can contact me as well and not just me to contact you as things crop up. ITEC will close Friday 30 June 1995 and reopen Monday 17 July 1995. I shall probably be in the office on the 4, 5 & 6 July in case you need to get hold of me urgently.

Hope you have a lovely rest and a good holiday.

### CORNELIA'S VISIT

She has asked me to thank all of you for your hospitality and generosity in the time that she has visited those agencies who requested assistance. She has also indicated that she will send us some kind of guideline on our proposals as well as the "tips" she has given everyone. as soon as I have received it I shall pass it on to all of you.

If you have any questions or queries with which she could possibly help you, please feel free to contact her at any time. I am including her information along with the rest of the agencies for your record.

Please would you send me some feedback on how you experienced Cornelia's visit and any suggestions she has given to you which we can pass on to the others.



### FUNDING PROPOSALS

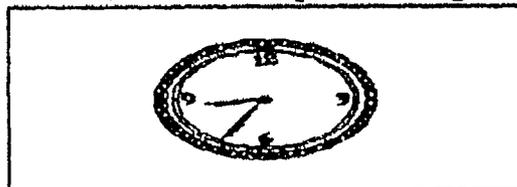
I am still waiting for 2 of the agencies funding proposals. I would love to fax them through to all of you on Monday, but it will just not be cost effective or for that matter time effective on my side. All 8 of the proposals together are a bit on the thick side and will take me absolutely ages to get them all faxed. Nicky I know you have a problem with post in your area, so I shall fax yours through to you.

As soon as you have received the proposals, would you please take some time to study them carefully. I would like you to send me some feedback on each proposal and also to look where we are overlapping and where we can share the research etc. It is ridiculous to all do the same thing if we can divide between us all.

Part of EDC's objective with this project is that we as NGOs would get together and create a bigger awareness on active learning in not just this Province, but also Nationally. The objective is that we would still be networking and working on partnerships between ourselves and other organisations even after this project has run its course.

### NEW TIMELINES

- End of June - All proposals with co-ordinator
- Beginning July - Proposals copied and passed on to all agencies by co-ordinator
- End of July - All agencies look at proposals, send a written report back to co-ordinator to be processed and resubmitted to everyone.
- Beginning Aug - Co-ordinator will send through a report on all the proposals to all agencies and co-ordinate further discussions between agencies.
- End of August - Everyone submit the final and revised proposals to co-ordinator, who will pass them on to EDC-Washington
- September - EDC take all proposals in review and give final feedback
- October - Official answer on proposals from EDC and start implementing of proposals.



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# South African Active Learning Network

*Summary suggestions for project and proposal design*

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Dear SAALN members,

Below I have summarized the major points that we discussed in our 'proposal/project development' meetings. I hope that both the discussions, and the following summary, prove helpful. - Cornelia

## **1. Establish a multi-sectoral project 'task force'.**

This task force could offer guidance, technical assistance and resources (financial as well as material) toward the completion of your project. It would function as a coordinating body of the various service providers who are involved in your chosen community, thus insuring multi-sectoral involvement and collaboration in your ALC activity. Such a task force might include local, district or regional representatives of health departments, other local or international NGOs (for example, the Red Cross or church-based food aid programs), elected representatives and/or well-respected community members, media representatives (ie: from a local radio/tv station or newspaper) as well as early childhood experts, physicians or health/nutrition experts (from a local university). In addition to playing a coordinating role, the task force could also serve to increase the project's (and your organization's) visibility, and help to form broad consensus for action around your key issues.

## **2. Approach the project as a small, targeted demonstration effort rather than as a mere extension of the work you already do.**

Such an approach is useful in several respects. First, if properly conducted, the demonstration will give you useful information regarding one or some of the key health and nutritional problems among the children and communities with which you work. It can also help you link health and nutritional status with children's ability to participate actively in their learning environment. This information can be useful both as you design training materials around ALC, and as you raise community awareness about these issues. Second, a 'demonstration' format will give you a measure of added credibility with community members, government officials and potential donors. It will show that you are willing and able to track the impact of your work, and it will show (hopefully) that what you're doing makes a difference.

To begin your demonstration effort, you will need to collect 'baseline data', or information regarding the current health/nutrition knowledge, attitudes, practices and status of the children, educare workers, parents and communities with whom you work. This information will give you a 'before' picture. At different points in your study (every 3 mos, or 6 mos, and at the end), you will collect the same information again. In this way, you will be able to track the impact that your interventions are having on your

chosen sample group.

**3. Clearly define both the issues and the specific group with which you will work.**

An *Active Learning Capacity* (ALC) approach to early childhood development encompasses a broad and complex array of issues. As ECD training organizations, you will understandably want to present as complete a treatment of ALC as possible--both in your materials, and in your training sessions themselves. However, while this is an important goal, it probably lies outside the scope of your current SAALN project. Why?

Precisely because ALC is such a broad and complex topic, it is difficult to grasp it all at once--especially for parents and educare workers, who are not familiar with this approach. Therefore, it is better to introduce ALC in terms that are relevant and understandable to your constituents--for example, by focusing on one key element of ALC\* at a time.

To determine the specific element (short-term hunger, parasites, micronutrient deficiency, psychosocial supports, etc.) on which you'll focus, it's best to ask your constituents directly: which is/are the most salient health problem(s) in the community? You can determine this by conducting structured discussion groups with community members, and by consulting with other service agencies active in the area.

Design your project around this problem. What conditions/behaviors in the community, the home, and the school would need to change to diminish this problem? How can your organization facilitate these changes? Who are other key community players who can help to bring about these changes? Which resources are present in the community that can help you reach your goal? How will you collaborate with the different players and how will you use resources effectively?

You may want to address the different aspects of ALC in stages. For example, you might begin your effort by focusing on one issue in particular, then introduce related topics at a later date, once you're sure that your initial topic has taken hold.

Not only is it important to focus on one topic at a time, it is also important to focus on a *clearly defined demonstration group* as well. Again, while you will want to share your insights about ALC with all of your constituents eventually, it is best at this stage to focus your demonstration on a specific group--from, with and about whom you will collect the specific information which will allow you to track the impact of your interventions. This 'demonstration group' might take the form of particular educare centers and the communities which they serve. You'll want to collect information from all of the players

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\*To review the elements of ALC, consult B. Levinger's *Nutrition, Health and Education for All*, distributed to all SAALN members at the kick-off workshop in March, 1995.

whose knowledge, attitudes, practices and status you hope to influence, particularly children themselves, parents, and educare workers.

*How big should your demonstration group be?* The size of your group should be *manageable!* Because you will need to collect a set of information from every single one of your participants, you should make sure that their number does not exceed your transport, personnel, or financial capacities. A group size of anywhere between 60-200 participants would be sufficient for this exercise.

*How does one determine an appropriate demonstration group?* There are two important considerations. First, choose a group that will be representative of the larger population with which you work. Second, choose a group that is accessible and promises reasonable prospects for success (for example, focus on a community that is relatively cohesive, that has worked well together in the past and/or shows enthusiasm for your work and these issues in general--*don't* choose your most challenging community for this exercise!)

Once you've determined your demonstration group and the major focus of your study, you can begin to specify the interventions you'd like to try. For most of you, the intervention package will include training materials for educare workers and/or parents. It might also include teacher/parent workshop designs, social marketing materials and campaigns and/or the administration, in collaboration with an appropriate delivery agency, of anti-parasite medication or food. The intervention package you choose should be based on discussions with community members and task force members. It should also be sustainable--that is, easily incorporated into what you and the community do once the 'project' is finished.

**4. Take advantage of your fellow network members during all phases of the project.**

Collaboration is useful for a number of reasons. Most importantly, it allows you to share strategies, discuss common problems and maximize resources. Also, collaboration allows you to establish key partnerships and articulate a common agenda which could be useful in drawing attention to the urgent learning, health and nutrition needs of young children and their communities. Examples of collaboration include: sharing instrument questions/task force expertise, working collaboratively on interrelated issues/interventions, brainstorming about intervention strategy, seeking advice on how to overcome a particular obstacle, arranging informal meetings with counterparts, etc.

**5. Make sure that your project activities are designed in accordance with your budget and your time frame.**

Invariably, things either take longer or cost more than you initially expect. Set yourself up for success by making your budget and time allotments *very realistic, and as specific as possible.*

SB

## INSTRUMENT DESIGN

In order to assess the impact of your 'demonstration effort' you'll need to design an **instrument**. This instrument consists of a series of highly targeted questions. The answers to these questions will allow you to track changes in your participants' knowledge, attitudes, behavior and status over time. Keep in mind that there are not necessarily 'right' and 'wrong' answers to these questions. Instead, each answer will serve as an *indicator* of whether or not you've made progress in achieving your goal. Therefore, when you choose your questions, make sure that the answers you get will actually indicate the information you're seeking. *This is very important!*

Usually, 'in-person' interviews yield the most detailed results. Care should be taken so that interviews do not last more than 45 minutes. Interviewers should be provided with a standard set of introductory remarks describing the general nature of your project and requesting the cooperation of the respondent.

Questions can generally be of two forms: *open-ended* questions and *closed-ended*. Open-ended questions allow the respondents to answer in their own words; no options are imposed upon them. However, these questions encourage long answers that are often difficult to analyze. Closed-ended questions force the respondent to choose an answer from a limited number of options and have the advantage of making comparison of responses simple, allowing quick processing. If they are used, it usually makes sense to place the open-ended questions about a subject before closed-ended questions on the same subject. This will prevent the options offered in the closed-ended items from biasing responses to the open-ended items.

Question wording is crucial to the success of an instrument. Be sure that respondents are likely to have the information necessary to answer questions before including them on the instrument. Interviewers commonly ask respondents to state the degree to which they agree or disagree with a series of statements created to reflect different attitudes about relevant topics. The statements about various topics can be interspersed in an instrument so that respondents are not cued about the purpose of a particular line of questioning. Keep in mind that people have a tendency to agree with statements, despite their actual attitude. Alternate statements requiring the respondent to agree or disagree to reflect a given attitude.

It is advisable to consult with relevant ECD, health, social science research and community development professionals while designing your questions. Because these persons are experts in their fields, they will have experience and training upon which to base the formulation of questions and the interpretation of responses.

## Organizational Framework for ALC-Based Activities

### I. HEALTH/NUTRITION STATUS

Activity (ECD Organization in collaboration with others)	Observable Behaviors (Parent, Educare worker, caregiver)	Indicators of Expected Outcome (Child-based)
<i>Prevention of protein-energy malnutrition</i>		
<ul style="list-style-type: none"> <li>• Nutrition education for parents and Educare workers</li> <li>• Training for parents/educare workers in menu development</li> <li>• Facilitation of access to nutritious food</li> </ul>	<p>Demonstrated understanding of PEM, its effects and its prevention (as indicated by answers to content-based questions; observation of apropr. practices, etc in home, school.)</p> <p>Development and use of menus for balanced meals</p> <p>Regular provision of balanced meals to children</p>	<p>Appropriate Weight-for-Height, measured at regular intervals (for current status); appropriate weight-for-age (for evidence of prior malnutrition)</p>
<i>Prevention of micronutrient deficiencies</i>		
<ul style="list-style-type: none"> <li>• Nutrition education for parents and Educare workers</li> <li>• Implementation of micronutrient supplement delivery</li> </ul>	<p>Demonstrated understanding of micronutrient deficiencies, their effects and their prevention</p> <p>Regular provision of micronutrient supplements at Educare or in the home</p>	<p>Increased cognitive function and aptitude*</p> <p>Decreased incidence of anemia, vision and hearing problems, mental retardation and cretinism</p>

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*Prevention of helminthic infection*

- |  |  |   |
|--|--|---|
| • Environmental Sanitation education in community and Educare        | Demonstrated understanding of environmental sanitation<br><br>Regular use of shoes | Decreased incidence of helminthic infection and anemia<br><br>Increased cognitive function and psychomotor development* |
| • Promotion of the construction and maintenance of sanitary latrines | Construction, maintenance and use of sanitary latrines                             |   |
| • Facilitation of access to clean water                              | Provision and use of soap and clean water for washing hands                        |   |
| • Promotion of regular antihelminth medication                       | Regular medication of children against helminths                                   |   |

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*Recognition of, and compensation for sensory impairment*

- |  |  |  |
|--|--|--|
| • Education for parents and Educare workers on sensory impairment      | Demonstrated understanding of sensory impairment, its causes, effects and mitigation | Decreased incidence of impairment-related attrition or failure |
| • Promotion of testing for sensory impairment in schools               | Testing for vision and hearing impairment  |  |
| • Facilitation of access to corrective devices, materials or equipment | Compensatory accommodation and remedial education for affected children              |  |

## II. TEMPORARY HUNGER LEVEL

Activity	Observable Behaviors	Indicators of Expected Outcome
<i>Prevention of temporary hunger</i>		
<ul style="list-style-type: none"> <li>Nutrition education for parents and Educare workers</li> </ul>	Demonstration of understanding about the effects of short-term hunger on learning	Increased attention span, energy level, motivation, and ability to concentrate
<ul style="list-style-type: none"> <li>Promotion of school based morning/afternoon snack</li> </ul>	Provision of school based morning/afternoon snack	Decreased short-term hunger
or	or	
promotion of meal at home before school	provision of meal at home before school	

**III. PSYCHOSOCIAL SUPPORT**

Activity	Observable Behaviors	Indicators of Expected Outcome
<i>Promotion of psychosocial support</i>		
<ul style="list-style-type: none"> <li>• Training for Educare workers, parents and community leaders</li> </ul>	Parents, primary caregivers, Educare workers and community leaders encourage child independence and inquisitiveness; promote play; and hold expectations that favor learning**	Increased child independence and inquisitiveness, active play, and desire to learn
<ul style="list-style-type: none"> <li>• Promotion of parent/Educare committee to stimulate parent involvement in education</li> </ul>	Parents demonstrate informed demand for children's education	
	Primary caregiver provides stimulation and nurturing	

\*. Measures of cognitive indicators are discussed in the attached document *Primary ALC Indicators*

\*\* . Measures of psychosocial support are discussed in the attached document *Primary ALC Indicators*

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**BOLIVIA**

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MINISTERIO DE DESARROLLO HUMANO  
SECRETARIA NACIONAL DE EDUCACION  
B O L I V I A

La Paz, 31 de julio de 1995  
CITE: S.E.A.: 293/95

AÑO DEL BICENTENARIO DEL NACIMIENTO DEL MARISCAL DE AYACUCHO ANTONIO JOSE DE SUCRE

Señora  
Jill Mc Farren  
DIRECTORA DE EDC -Bolivia  
Presente.-

De mi consideración:

Reciba usted un cordial saludo de mi Despacho y los mejores augurios de éxito y realización en la innovadora tarea que usted viene desarrollando en el área de educación Inicial alternativa.

Esta nota tiene dos objetivos, el primero se dirige a solicitar una presentación del programa que ustedes han producido para todo el equipo de la Subsecretaría de Educación Alternativa, esta presentación debería realizarse entre el día martes o miércoles 1º y 2º de agosto a la hora y local que usted señale.

El segundo pedido está referido a que usted se digne proporcionar 112 juegos de los audio-prgramas guía de la madre educadora, juego de láminas y ficha de observación, para ser utilizados y distribuidos en los Centros de Educación Alternativa del Norte de Potosí y Sur de Cochabamba. Oportunamente invitaremos a su equipo a llevar a cabo la capacitación de los educadores en la utilización de éste eficaz e innovativo materia didáctico de educación inicial.

Tengo la seguridad de que su apertura y comprensión de los problemas de desarrollo infantil que afrontan los niños en extrema pobreza acceda a estos dos pedidos. Esto será el inicio de un trabajo conjunto de Subsecretaría de Educación Alternativa - EDC a escala nacional en el área de un Proyecto Piloto Experimental de Reforma Educativa en Educación Inicial; Alternativa.

Agradeciéndole la atención a la presente, quedo a usted,

Atentamente.



*[Handwritten Signature]*  
Demetrio Reynolds López  
SUBSECRETARIO DE  
EDUCACION ALTERNATIVA

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CRONOGRAMA DE ACTIVIDADES -ABRIL/MAYO/JUNIO

		ACTIVIDAD	CRONOGRAMA															
			ABRIL			MAYO			JUNIO									
Lograr la elaboración del video de capacitación en castellano	Producción de video de capacitación	cotizar videos	xxx															
		presupuestar video propio	x															
		escribir guion	xxx															
		especificar tomas	xx															
		coordinar con ONAMFA CIDIS y PROANDES	x			x												
		lograr adelanto de dinero EDC				xxxx												
		hacer acuerdo con productora habitat																
		filmación				xxx												
		pasar a VHS				xx												
		revisión 1							x									
edición							xxxx	xxxx										
Lograr la elaboración del video de capacitación en castellano	Traducción video al quechua	contactar linguista traductor						x	xx									
		traducir							xxxxxx									
		corregir traducción con linguista									xx							
		coordinar M Callejas para voz en off y efectos										xxxxx						
		editar versión final											xxxx					
		reproducir el video												xx				
Lograr la elaboración del video de capacitación en castellano	Traducción video al Aymara	contactar linguista traductor						x	xx									
		traducir							xxx	x								
		corregir traducción con linguista									xxx							
		coordinar M. Callejas para voz en off y efectos										xxxxx						
		editar versión final											xx					
		reproducir el video												xx				



PLAN DE ACTIVIDADES PARA LOS MESES DE ABRIL-MAYO-JUNIO

OBJETIVO	ACTIVIDADES	RESPONSABLE	RECURSOS		TIEMPO (ver crono.)
			MATERIALES	HUMANOS	
Asegurar la adaptación de los guiones al ambiente y contexto socio-cultural Quechua.	Validación de las actividades y lenguaje utilizado con los promotores de las comunidades beneficiadas	FL	bis	Equipo AJARI Población Beneficiada	Primera semana en abril
	Grabación de los programas traducidos	FL	Guiones traducidos, equipo de grabación	Equipo AJARI Personajes del programa	abril y mayo
Lograr la adaptación de las láminas al ambiente y contexto socio-cultural Quechua.	Revisión y adaptación de las láminas existentes conjuntamente con el artista de PROANDES	AC	Láminas existentes	Equipo AJARI	primera semana en feb.
	Elaboración de borrador de láminas, en base a las observaciones de los bosquejos	Artista de PROANDES	Bosquejos	Comunidad de los WawaWasis	marzo y abril
	Revisión de borradores	AC	borradores	Equipo AJARI	marzo y abril
	Validación de los borradores finales	AC	Borradores finales	Bis Comunidades beneficiadas	mayo
	Elaboración de láminas finales	AC/artista de PROANDES	borradores con observaciones	bis	junio

PLAN DE ACTIVIDADES PARA LOS MESES DE ABRIL-MAYO-JUNIO

OBJETIVO	ACTIVIDADES	RESPONSABLE	RECURSOS		TIEMPO (ver crono.)
			MATERIALES	HUMANOS	
Lograr la adaptación del paquete AJARI a la cultura Aymara	Coordinar con el equipo de Plan la adaptación del paquete educativo.	JM	Material de oficina	Equipo AJARI Equipo Plan-CIDI	Continuo- empezar 2nda semana abril
	Contactar UNICEF u otros posibles instituciones con las cuales se puede compartir los costos.	MacAbbey		Severo LaFuente Ramón León	1 semana
	Identificar y "contratar" al lingüista Aymara.	MacAbbey/JM		Ramón León Equipo Pari	1 semana
	Presentar metas y características generales del AJARI al lingüista.	Equipo AJARI	Plan maestro programas láminas, guías	Lingüista	1/2 día
	Revisar guiones, canciones, láminas, determinar las adaptaciones necesarias.	Equipo AJARI			1 día
	Traducir los guiones en base a las determinaciones anteriores.	Lingüista	bis	Equipo AJARI	3 semanas
	Revisar guiones traducidos	JM	bis	bis Lingüista	3 semanas
	Modificar láminas si es neces. de acuerdo a determinaciones anteriores.	AC	Láminas area rural/urbana	Equipo AJARI Diseñador rural	3 semanas
	Imprimir láminas	JM/Plan	Imprenta	Equipo AJARI	3 semanas
Modificar canciones.	JM/Plan	productora	Bis Compositor	3 semanas	

PLAN DE ACTIVIDADES PARA LOS MESES DE ABRIL-MAYO-JUNIO

OBJETIVO	ACTIVIDADES	RESPONSABLE	RECURSOS		TIEMPO (ver crono.)
			MATERIALES	HUMANOS	
	Contactar productora, elegir actores	CC		actores, productor, AJARI	1 semana
	Grabar preprueba	Productor/AC	productora	actores, productor	1 día por programa
	Validar programas traducidos	JM	hojas de eval transporte	Equipo AJARI Plan-CIDI	1 semana / programa durante los 10 primeros prg. 2 por sema./ siguientes 10
	Grabar versión final	Productor/AC	productora	actores	bis.
Lograr la evaluación formativa del AJARI en Aymara	Identificar indicadores de evaluaciones para el AJARI adaptado a la cultura Aymara.	JM	Plan maestro Indicadores anteriores	Equipo AJARI Plan-CIDI	1/2 semana
	Elaborar formularios para obtener línea base.	JM	Bis. y formularios anteriores.	Bis	1/2 semana
	Establecer línea base en los CIDIS bajo delegación a Plan Altiplano.	JM/Prof. Ramos	Formularios de línea base	Equipo AJARI PLAN-CIDI Evaluadores	2 semanas
	Sistematizar resultados obtenidos	JM/Prof. Ramos	Computadora	Equipo AJARI Plan-CIDI	1 semana
	Elaborar formularios de evaluación formativa.	JM	Formularios anteriores	BIS	1/2 semana
	Evaluar la adaptación del paquete educativo al Aymara	Equipo AJARI Plan-CIDI	Formularios reformulados	Evaluadores	2 CIDI por programa

PLAN DE ACTIVIDADES PARA LOS MESES DE ABRIL-MAYO-JUNIO

OBJETIVO	ACTIVIDADES	RESPONSABLE	RECURSOS		TIEMPO (ver crono.)
			MATERIALES	HUMANOS	
	Sistematizar resultados de evaluación	JM	Computadora	Equipo AJARI PLAN-CIDI	1 día por programa
	Retroalimentar los resultados de la evaluación formativa	JM-	Resultados de la evaluación	Bis Productor Traductor	1/2 día por programa
	Realizar los ajustes necesarios en el paquete educativo no finalizado	Equipo AJARI	Guiones Láminas	Traductor Diseñador	1/2 día/guión 1/2 semana/ lámina
	Grabar versión final	Productor	productora	actores	bis.
Lograr la iniciación de la capacitación del personal de Plan-CIDI	Identificar características y necesidades pertinentes a la cultura Aymara en relación al AJARI mediante revisión de doc. y visita en terreno.	JM	Documentos de Plan Plan maestro Transporte	Equipo AJARI Equipo Plan-CIDI	1 semana
	Revisar materiales existentes de Plan y AJARI pertinentes a la capacitación	JM	Materiales de Plan	Bis	1/2 semana
	Actualizar plan de capacitación	JM/FL	Plan de capacitación elaborado	Equipo AJARI Equipo Plan-CIDI	2 días
	Elaborar material de capacitación en base a las características de la cultura Aymara y el paquete educativo AJARI.	JM	Cartulina marcadores colores plastificador	Equipo AJARI Equipo Plan-CIDI	3 semanas

PLAN DE ACTIVIDADES PARA LOS MESES DE ABRIL-MAYO-JUNIO

OBJETIVO	ACTIVIDADES	RESPONSABLE	RECURSOS		TIEMPO (ver crono.)
			MATERIALES	HUMANOS	
	"Dub" video de capacitación al Aymara.	CC	Video en español, productora	Traductor	1 semana
	Programar y concretar capacitación con Plan-CIDI	JM	Cronograma de actividades	Equipo AJARI Equipo Plan-CIDI	2 días
Lograr la elaboración del video de capacitación en castellano	cotizar videos	cc			3 días
	presupuestar video propio	cc			1 hora
	escribir guión	cc			2 días
	revisión y aprobación guión	ajari andrea			
	especificar las tomas	cc y ac			1 día
	coordinar con onamfa, cidis y pro-andes	cc			1 día
	comprar cassettes- u-matic				1 hora
	lograr adelanto de dinero EDC	cc jm			
	hacer acuerdo con pro-habitat	cc jm			1 hora
	filmación	cc ac	cámara, grabadora, luces, micrófono , cuaderno de anotaciones	camarógrafo y ayudante para luces	3 días
	movilidad		contratar taxi		3 días
	pasar a vhs	cc ac	video-cassette vhs	pro-habitat	2 horas
	revisión 1	ajari	vhs casero, stick on's		2 horas
	revisión 2	cc ac	vhs casero, stick on's		6 horas
edición	cc ac	pro-habitat		3 días	

PLAN DE ACTIVIDADES PARA LOS MESES DE ABRIL-MAYO-JUNIO

OBJETIVO	ACTIVIDADES	RESPONSABLE	RECURSOS		TIEMPO (ver crono.)
			MATERIALES	HUMANOS	
	coordinar voz en off y efectos MC	ac		Miguel Callejas, María Elena Alcoreza	
	versión final	cc ac	pro-habitat		1 día
	reproducción videos	cc ac	pro-habitat		2 días
Lograr la traducción del video al quechua	contactar linguista traductor	cc UNICEF			
	traducir	Pedro Plaza			3 días
	corregir traducción con linguista	ajari PP			1 día
	coordinar M. Callejas para voz en off y efectos	cc ac			2 días
	editar versión final	cc ac	pro-habitat		1 día
	reproducir el video				1 día
Lograr la traducción del video al aymara	contactar linguista traductor				
	traducir				3 días
	corregir traducción con linguista	AJARI			1 día
	coordinar M Callejas para voz en off y efectos				2 días
	editar versión final				1 día
	reproducir el video				1 día

PLAN DE ACTIVIDADES PARA LOS MESES DE ABRIL-MAYO-JUNIO

OBJETIVO	ACTIVIDADES	RESPONSABLE	RECURSOS		TIEMPO (ver crono.)
			MATERIALES	HUMANOS	
Lograr la coordinación inter-institucional	Realizar reuniones periódicas con los/las coordinadores/as de las diferentes instituciones que trabajan en el area de ed. inicial. comunitaria, para presentar avances del AJARI, y coordinar el trabajo en común.	JM	Materiales elaborados por AJARI	Equipo AJARA	1/2 dia cada dos semanas.
	Realizar actividades en coordinación con otras instituciones relacionadas a la implementación de programas de ed. inicial de alta calidad	JM	Bis. Bibliografía relevante	Equipo AJARI Consultores ext.	1 dia por mes
	Mantener comunicación escrita con otras instituciones nac. e internacionales que trabajan en el área del niño menor de 6 años	JM	Correo elect. Papel membretado, Material AJARI	Equipo AJARI	1/2 dia por semana
	Mantener comunicación continua con EDC Washington.	JM AB	Correo elect Courier Mat. de oficina	Equipo AJARI LH	1/2 hora/dia

PLAN OFICINA

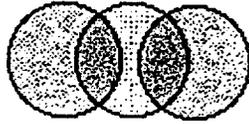
PLAN DE ACTIVIDADES PARA LOS MESES DE ABRIL-MAYO-JUNIO

OBJETIVO	ACTIVIDADES	RESPONSAB	RECURSOS		TIEMPO
			MATERIALES	HUMANOS	
Lograr la instalación de la nueva oficina AJARI	Limpieza de las oficinas y del baño	Personal de limpieza	Material de limpieza	Personal de limpieza	1 día
	Instalación de focos	AC	Focos	AC	1/4 día
	Pulido y barnizado de roperos empotrados	Carpintero	Mat. de carpintería	Carpintero	1 día
	Arreglo de persianas y limpieza	Personal de limpieza	Cuerdas de persianas y material de limpieza	Personal de limpieza	1/2 día
	Traslado de materiales existentes (guías, papelería, computadoras)	AC JM	Transporte	Equipo AJARI. Cargadores	1/2 día
	Compra de escritorios y sillas	JM AC	Transporte	Equipo AJARI	1/2 día
	Compra de material de escritorio	AC	Transporte	Equipo AJARI	1/2 día
	Instalación de muebles y material de escritorio en oficina	JM		Equipo AJARI	1/2 día
	Compra de muebles restantes (mesa, sillas, estante, gavetero, mesa auxiliar)	AC JM	Transporte	Equipo AJARI	1 día
	Instalación de muebles nuevos	JM		Equipo AJARI	1/2 día
	Compra de plantas, macetas y ornamentos	AC	Transporte	Equipo AJARI	1 semana
	Compra de radiograbadora	AC	Transporte	AC	1/2 día

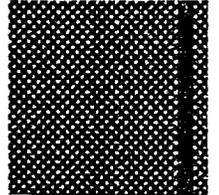
PLAN OFICINA

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OBJETIVO	ACTIVIDADES	RESPONSAB	RECURSOS		TIEMPO
			MATERIALES	HUMANOS	
	Compra de materiales de baño	FL	Transporte	Equipo AJARI	1 día
	Compra de tapiz y/o alfombra	FL	Transporte	Equipo AJARI	1 día
	Conseguir fotos, cuadros u ornamentos	Equipo AJARI		Equipo AJARI	1 semana
	Compra de papelería y material de escritorio restante	AC	Transporte	AC	1/2 día
	Elaboración de señales (indicadores) para la ubicación de la oficina	AC	Computadora, papel, tinta, colores, etc.	Diseñador	1 semana
	Conseguir línea telefónica en alquiler	JM		Equipo AJARI	?



CINAFITA



Plan  
Aitylano

TALLER  
PARTICIPATIVO  
INTERINSTITUCIONAL  
SOBRE EDUCACION  
INICIAL INTEGRAL

SEDE: Ciudad de La Paz  
LOCAL: Hotel "El Dorado" (Av. Villazón)  
DIA Y FECHA: Martes, 25 de abril de 1.995  
HORA: 8:00 a 18:30



## INVITACION



El Organismo Nacional del Menor, Mujer y Familia (ONAMFA) y Plan Internacional Altiplano invitan a ud(s). al Primer Taller Participativo Interinstitucional sobre Educación Inicial Integral que se efectuará en los salones del Hotel "EL DORADO" el día martes, 25 de abril desde hs: 8:00 a.m.

Williams Paniagua (ONAMFA) y Eduard Mckenzie Abbey (PLAN INTERNACIONAL) agradecen de antemano su participación activa.

Favor, confirmar su participación

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## OBJETIVOS

Reforzar el debate nacional sobre la temática del Niño menor de seis años.

Identificar líneas básicas y elementos prácticos sobre los cinco puntos temáticos del taller, a través del intercambio de experiencias existentes.

Rescatar propuestas sugerentes de los grupos de trabajo para futuras acciones en las diferentes áreas de Educación Inicial Integral.

## GRUPOS TEMATICOS DE TRABAJO

- Currículum
- Capacitación
- Ambiente de aprendizaje (Infraestructura, equipamiento y materiales didácticos)
- Participación (familia y comunidad)
- Coordinación Interinstitucional.
- Seguimiento, evaluación

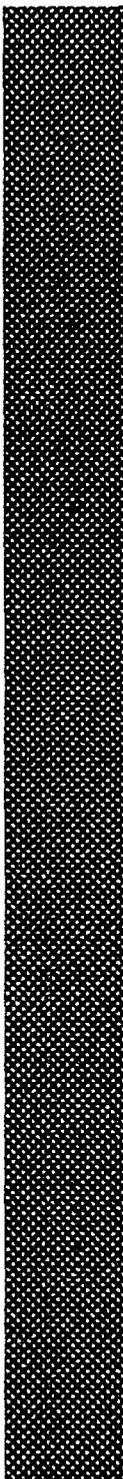
# AGENDA

8:00 - 9:00	Registro de participantes
9:00 - 9:15	Introducción y objetivos del taller
9:15 - 9:45	Exposición acerca del "Primer Seminario Nacional sobre atención integral a niños menores de seis años". Informe sobre la formación del equipo nacional. Sus visiones y acciones.
9:45 - 10:00	División en grupos de trabajo
10:00 - 10:30	Refrigerio
10:30 - 12:30	Trabajo en grupos
12:30 - 14:30	Almuerzo en las instalaciones del Hotel
14:30 - 16:00	Presentación de trabajos grupales en plenaria
16:00 - 16:30	Refrigerio
16:30 - 17:30	Discusión y conclusiones
17:30 - 18:30	Propuestas de Acciones Futuras
18:30	Clausura

**P**REGUNTAS  
SUGERENTES PARA EL  
TRABAJO EN GRUPO

L

- Cuáles son las líneas más importantes básicas de cada tema
- De qué forma se puede asegurar la sustentabilidad de cada área
- Cómo se puede proceder para el establecimiento de normas básicas nacionales
- Qué acciones para el futuro pueden ser previstas



**F**ACILITADOR

Prof. Julio Ramos Sánchez  
Coordinador de Educación de Plan  
Internacional Altiplano

**O**FICINAS DEL COMITE  
ORGANIZADOR

**L** PLAN INTERNACIONAL  
ALTIPLANO

Calle Juan José Pérez No. 275.  
(a una cuadra de la UMSA)  
Telf. 341462 - 344731

**ONAMFA**  
Ed. Lotería Nacional. 5to piso  
Telf. 376862 - 64  
Int, 29

## PARTICIPANTES

- ONAMFA - Programa del menor - CIDI - PIDI
- Plan Internacional Altiplano
- Secretaría Nacional de Educación - UNSTP
- Subsecretaría de Educación Superior - Formación docente
- Secretaría Nacional de Salud - Dirección Nacional de Salud y Nutrición
- UMSA - Ciencias de la Educación
- UNICEF - PROANDES
- PMA
- Coordinadora Nacional del Menor
- Fundación San Gabriel
- EDC
- PRO MUJER
- FODEI
- Federación Departamental de Mujeres Campesinas de La Paz
- CSUTCB
- FDUTCLP
- CONMERB
- FDMERLP
- Jenniffer Ashton - Lilo
- María Carmen Schultze
- Comisión Episcopal de Educación

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**TABLES, LISTS, SAMPLES OF  
PUBLICATIONS, ETC.**

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